REPORT RESUMES

ED 015 821 RC 002 187

TEACHING ENGLISH AS A SECOND LANGUAGE TO PUPILS OF FOREIGN BORN, MEXICAN HERITAGE. LESSON PLANS I.

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IMPERIAL COUNTY SCHOOLS, EL CENTRO, CALIF.

PUB DATE 65

EDRS PRICE MF-$1.00 HC-$10.60 263P.

DESCRIPTORS- AUDIOLINGUAL METHODS, CURRICULUM GUIDES, *ENGLISH (SECOND LANGUAGE), *MEXICAN AMERICANS, SECOND LANGUAGE LEARNING, SPANISH AMERICANS, STUDENT MOTIVATION, *TEACHING METHODS, *TEACHING GUIDES,

LESSON PLANS WERE DEVELOPED FOR THE 1963-64 SCHOOL YEAR UNDER A PILOT PROJECT THROUGH THE COOPERATIVE EFFORTS OF THE CALEXICO BOARD OF TRUSTEES, IMPERIAL COUNTY SUPERINTENDENT'S OFFICE, CALIFORNIA STATE DEPARTMENT OF EDUCATION, AND THE STATE BOARD OF EDUCATION. THE PLANS PROVIDED GENERAL SUGGESTIONS AND SUGGESTED DAILY LESSON PLANS FOR 26 WEEKS. THE SPECIAL PILOT PROJECT CLASSES MET AT LEAST ONE-HALF HOUR DAILY AND CLASS ENROLLMENT WAS LIMITED TO 15 PUPILS. THE AUDIO-LINGUAL APPROACH TO LEARNING WAS TO BE USED WITH EMPHASIS ON INCREASING FACILITY IN THE USE OF ORAL ENGLISH. AT THE END OF THE FIRST YEAR, THE MAJORITY OF THE PUPILS HAD LEARNED A BASIC VOCABULARY OF OVER 200 WORDS. (SF)

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TEACHING ENGLISH AS A SECOND LANGUAGE TO PUPILS OF FOREIGN BORN, MEXICAN HERITAGE

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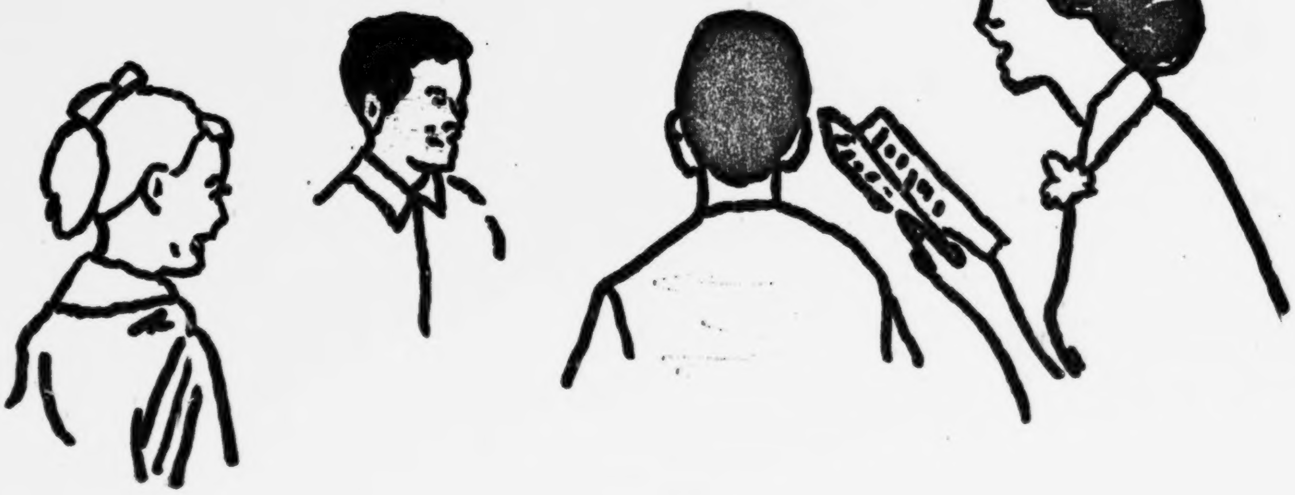

LESSON PLANS-I

RC 002 187

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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PILOT PROJECT FOR IMPERIAL COUNTY SCHOOLS

English as a Second Language for the Foreign Born - SB 1192

1963-1965

State Coordinator	Mrs. Afton Dill Nance, Consultant in Elementary Education
County Board of Education	Mrs. Charline F. Jones, President Keith W. Savage, Vice President Mrs. Margaret A. Gunterman Rudolph Miller James F. Tuttle Olin R. Gresham, Secretary
County Superintendent of Schools	Olin R. Gresham
Director of State-County English as a Second Language Program	Mrs. Ruth Fifield, Director of Special Programs

IMPERIAL COUNTY SCHOOLS

El Centro, California

SB 1192, passed in 1963, by the California State Legislature, has provided an opportunity for several districts in Imperial County to broaden tremendously the instructional program in the critical area of teaching English as a Second Language.

An assessment of the results of the first year program has resulted in my strong endorsement, not only, of a continuation of the program, but a further broadening of its scope to include all areas in the State that are confronted with the same problem.

As this new instructional program was evolved it became manifestly clear that guide lines for participation in a program of this type be developed and published.

The California State Legislature gave credance to the philosophy that a special program of this type requires teachers with unique qualifications and training for the task.

The Imperial County Superintendent of Schools Office resolutely subscribed to this philosophy. We provided consultant and advisory services to work with local districts to plan development and launch programs appropriate for each district.

To further implement the project, a County Schools Office staff member was assigned the responsibility of gathering resource materials related to the problem to establish a curriculum resource center containing materials which would be of help to teachers. The County Schools Audio-Visual Department previewed and selected materials which were made available to all teachers in the County participating in the programs.

To provide the inservice education required by the uniqueness of the program, the County Office sponsored a series of bi-monthly workshops wherein resource persons served as consultants. Mrs. Ruth Fifield, a member of the Staff, was assigned as Director of the State-County program to coordinate instructional workshops and to provide sample curriculum and audio-visual materials which were listed in a supplementary guide to assist teachers. This Consultant coordinated the pilot project with Mrs. Afton Nance, Consultant in Elementary Education for the State Department of Education, and with San Diego County School personnel. The County Superintendent of Schools and his staff are proud to be associated with the administrators and teachers working in this field.

The material in this publication is the result of countless hours of preparation by teachers and administrators. It represents a fruitful snythesis of theory and practice. May the ideas incorporated in this work serve as a catalyst for further creativity in the field of research.

Olin R. Gresham
County Superintendent of Schools

PILOT PROJECT STAFF (SB 1192) 1963-64

CALEXICO SCHOOL DISTRICT
Calexico, California

Board of Trustees	Mrs. Alice Johnson, President Tony Sierra, Clerk L. Grover Ferrell Henry Legaspi Tom Remington
Project Director	Carl L. Varner, Superintendent
Coordinator	Mrs. Edith Donlevy, Principal

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- Mrs. Lillian Lopez
- Mr. Arthur Sharp
- Mr. Louis Mora
- Mrs. Cleone Lang-Dale
- Mrs. Ethel Castanien
- Mrs. Lola Glass

SUPPLEMENTARY MATERIALS USED

- American English Series - Teachers Guides - Fries
- Aprendemos Ingles - I & II - Wright (Jr. High)
- Instructo Flannel Board - The House, The Family, Community Helper, The Farm
- Selected Pictures to accompany lessons (obsolete textbooks, Dairy Council pictures)
- Reading Readiness Workbooks

LESSON PLANS - BOOK II - 1964-65

During 1964-65 the staff will be working on lesson plans for the second year of the pilot project.

CALEXICO PUBLIC SCHOOLS
Calexico, California

BOOK I - 1963-64

LESSON PLANS
TEACHING ENGLISH AS A SECOND LANGUAGE TO PUPILS OF FOREIGN BORN, MEXICAN HERITAGE

The following lesson plans were developed under a pilot project SB 1192 through the cooperative effort of the local Board of Trustees and Staff, Imperial County Superintendent's Office, California State Department of Education, and the State Board of Education.

The Regulations of the State Board of Education stipulated that instruction should be given in special classes of not more than 15 pupils to be held at least one-half hour daily. The audio-lingual approach to learning was to be used and emphasis was to be placed on increasing facility in the use of oral English. Because of the lack of materials available to fit our needs, weekly lesson plans were discussed and planned by the staff and coordinated under the direction of Mrs. Edith Donlevy.

At the end of the first year, pupils were given an individual oral test made up by the staff, covering the sentence patterns in the lesson plans. The majority of pupils participating in the pilot project learned a basic vocabulary of over 200 words. The results were very gratifying to me, the staff, Trustees, and most of all, the pupils themselves.

Carl L. Varner
District Superintendent
Calexico Public Schools

Notes for the First Week of Teaching Pre-School English Classes

General Suggestions:

Teach a few things accurately. By repetition and drill build confidence that the pupil can use the sentences taught.

Decide what is to be taught each day and keep within the framework of this plan.

Present models in the form of pattern sentences. These can be expanded to a dialogue, including responses.

Above all, do keep accent natural.

Training in listening to discriminate in hearing sounds is important.

Probably it is best to follow the sequence of listening, whole group recitation, smaller group repetition, and finally individual recitation. Be alert to keep the tempo interesting so the attention does not lag.

Suggested Lesson Plans:

Monday

8:20 a.m. Promptly get attention of class. Since some may come in a few minutes late the first day, perhaps it is just as well to postpone checking attendance until the middle of the period, at which time roll taking will provide a break in the routine.

Teacher: Good morning.

Class: Good morning, Miss ____________.

Teach this to make it automatic.

Pattern: This is a chair.

Repetition by whole group, followed by smaller groups and individuals.

Pattern: What is this?

Response: It's a chair. (Remember to keep accent natural.)

Discriminatory Listening: paper....pencil; desk....door; ball....book

Vocabulary to teach first day, if possible; Good morning, chair, pencil, table, desk, seat, paper, book, ball, crayon.

Tuesday

Repeat and re-enforce learnings of Monday.

Added vocabulary: blackboard, eraser, chalk, number.

You might use several figures to indicate that the English word number applies to the figures. The names, one, two, etc. can easily be taught later.

In addition to the patterned drill, with the smaller children, you may want to play little games by letting one pupil hold up a pencil and ask "What is this?"

Group response: "It's a pencil." Or a child might be allowed to select an object on the vocabulary list, hold it up and ask the question. Your ingenuity will suggest additional plans.

Vary the opportunities so that the pattern question and response become automatic. Encourage the building of pupil confidence.

Wednesday

Added vocabulary: boy, girl, window, clock

Listening Discrimination: review previous and add boy... ball... book

Pattern: I am a boy.

Question: What is he?

Response: He's a boy.

Substitute girl and she

This lesson will take much work. Do not become discouraged that it will not be learned perfectly the first day.

Thursday

New vocabulary: picture, water

Repetition and re-enforcement of previous learning.

Smaller children will enjoy bringing a child in front of the class and asking "What is she?" Make a game of choosing pupils to participate.

Friday

Have a stimulating review of all learned this week. Try to be sure pupils are making the words their own and are tending to use them automatically.

Review vocabulary: Good morning, chair, pencil, table, desk, seat, paper, book, ball, crayon, blackboard, eraser, chalk, number, boy, girl, window, clock, picture, water.

Please be thinking of the scope and sequence of next week's work. Perhaps it would be useful to start action words, such as come, tell, put, etc. Our patterns could be arranged to include needed directions, i. e. "Put the book here."

The foregoing comments are just suggestions. Undoubtedly each teacher will adapt and enrich the program. If all vocabulary cannot be included, do not be overly concerned as the important thing is to teach well what is presented and to include enough practice to establish automatic usage.

After a week with your classes, you will undoubtedly have excellent suggestions for the development of next week's material.

Teacher's Guide:	American English Series - Fries-Rojas Book I and II
Junior High:	Apprendamos Engles - Wright

Notes for the Second Week of Teaching Pre-School English Classes

General Suggestions:

Perhaps it will help in the building of confidence if a review pattern is used at the beginning of each day's lesson and also if one is inserted whenever pupils seem to be faltering a little. Keeping up pupil zest for learning to speak fluently is "half the battle". With these pupils encouragement is an important factor.

Each day we will try to build the new pattern to include part of the old. Language development will be a gradual growth of vocabulary. Since the pupils are in regualr classrooms and are associating with other children, they are increasing their vocabulary on their own. We will try to provide patterns into which they will incorporate the new words they encounter.

We weem to be agreed that we will continue, for the time being, presenting models to which the pupils will listen carefully. Group recitation, small group repetition, and individual recitations will follow. We will keep the pace brisk and vary the order of pupil recitation often enough to keep interest high.

Do bring in real objects, flannelboard figures, pictures. Do draw stick men, quick sketches, chalk outlines. Even meager artistic talent can portray the ideas you wish to convey.

The perfectionists among us will keep reminding ourselves to avoid excessive correction. Just have the pupil listen again to the model while you try to help. Temporary acceptance of efforts which are less than perfect often serve a good purpose in the teaching of English.

Last weeks vocabulary: Good morning, chair, pencil, table, desk, seat paper, book, ball, crayon, blackboard, eraser, chalk, number, boy, girl, window, clock, picture, water.

Monday

8:20 a.m. It might be best to postpone toll until middle of period. At that time, stress importance of punctuality.

Teacher: (having boy stand) What is he?

Class: He is a boy.

Drill and substitute a girl for the boy.

Since the distinction between he and she is difficult for Mexican children, this pattern is suitable for frequent use. Let pupils take turns asking the pattern question while the class answers in unison.

New Vocabulary: Please, tell, can white, read, am writing, is writing, am reading, is reading, cannot, can't.

Teacher, guiding Sandra to front of room: Please tell me your name. (perhaps in spanish, she will explain that please means por favor).

Class: Please tell me your name.

Teacher; To Sandra, "Tell me, 'My name's Sandra'".

Sandra: My name's Sandra.

Make a little game of this pattern. You may save time by using Spanish to clarify the meaning of tell.

Teacher, taking a pupil to the board: Please write your name.

Class: Please write your name.

Teacher, to pupil: Tell me, 'I can write my name.'

To clarify, the teacher probably should explain in Spanish that "I can" means "puedo". Although the use of Spanish should not be extensive, time can be saved by its use in such cases.

Pupil: I can write my name.

Class: He can write his name.

Drill.

If a child cannot write his name, introduce cannot and can't. Let some pretend they cannot write their names.

Teacher: Please read a book, Manuel.

Manuel: I can read the book.

Teacher guiding child in writing his name: Tell me, 'I am writing my name'.

Class: He is writing his name.

Repeat the procedure with several pupils. Substitute the verb, read.

Tuesday

Review words: Those used Monday.

New words: Take, come, here, sit down, stand up, and the present participles of the verbs of this group.

Teacher: Please take the book, Sandra.

Class: Please take the book,Sandra.

Teacher, to Sandra: Tell me, 'I can take the book'. You may need to explain again that 'I can' is 'puedo'.

Sandra: I can take the book.

Class: She can take the book.

As she picks up the book, Sandra: I am taking the book.

Add patterns for: Come here, sit down, and stand up.
Use as much group repetition as possible. Dramatize.

Wednesday

Review words: eraser, chalk, picture, tell.

New words: Give, draw, of,close.

Teacher: Can you draw a picture, Juan?

Class: Can you draw a picture, Juan?

Juan: I can draw a picture.

As Juan starts to draw: I am drawing a picture.

Class: He is drawing a picture

Teacher: Can you draw a picture of a chair?

Class: Can you draw a picture of a chair?

Teacher: Tell me, 'I can draw a picture of a chair'.

Juan: I can draw a picture of a chair.

Class: He is drawing a picture of a chair. (after he begins to draw.)

The above dialogue can be extended to include most of the words we have had thus far. With a little imagination, fun and action can be brought into the instruction. Provide the child with the pattern for his answers to questions.

Thursday

New words: Catch, walk, count, one, two, three, four.

Develop pattern as given in previous lessons.

Children may bounce the ball to count. Use objects freely in this lesson.

Friday

New words: Sing, jump, go to.

New Pattern:

Teacher: Please go to your seat, Manuel.
Develop this pattern, guiding the child to the proper action.

In the above pattern, substitute, to the blackboard, to the door, etc.

Review and re-enforce the learning of the week, being careful to keep within the framework of the patterns and responses you have taught.

Vocabulary introduced this week: Please, tell, can, write, read, cannot, can't, take, come, here, sit down, stand up, give, draw, close, of, catch, walk, count, one, two, three, four, sing, jump, go to.

Notes for the Third Week of Teaching Pre-School English

General Notes

Let's continue to strive for a natural rhythm and accent. It appears that much repetition of correct patterns will achieve these results.

As pupils gain confidence in speaking, they enjoy participating and voluntarily make the effort of attending regularly.

Toward the end of keeping morale high and participation active, the work for each Monday needs to include much review and re-enforcement of previous vocabulary learning. It might be well to insert a review pattern whenever any sign of discouragement appears.

In general, only one new element is introduced into a previously learned pattern.

After group repetition, when you want to encourage individuals to respond, it will be helpful to call the name of the child who is to answer before you ask the question. Always be certain that he knows the pattern for the response.

Monday

Teacher: Good morning, boys and girls.

Class: Good morning, Miss.

Teacher: My name is Miss __________. (Turns to first child) What is your name?

Pupil: My name is Sandra. (Turns to her neighbor) What is your name?

Next Child: My name is Manuel. (Turns to another child) What is your name?

Keep the tempo of this chain of introductions brisk. If a child hesitates, help him and move on to the next child. Timid children will be encouraged to participate through periodic use of this routine.

Teacher: (Taking chalk) I can write my name.

Class: She can write her name.

Teacher: Sandra, can you write your name?

Sandra: I can write my name.

Class: She can write her name.

Sandra: Manuel, can you write your name?

Class: Can he write his name?

Manuel: I can write my name. (He does)

Class: He can write his name.

Repeat for several pupils.

New Vocabulary: in, yellow, five, six, seven

Teacher: This is a pencil.

Class: It is a pencil.

Teacher: The pencil is in the box.

Class: The pencil is in the box.

Teacher: The crayon is in the box.

Class: The crayon is in the box.

Repeat this pattern using eraser, chalk, and book. Follow group responses with individual responses.

Teacher: The pencil is in the box. It is in the box.

Class: It is in the box.

Teacher: The crayon is in the box.

Class: It is in the box.

Repeat this pattern using the previously mentioned words. Choose individuals at random to respond.

Teacher: Is the pencil in the box?

Class: Yes, the pencil is in the box.

Teacher: Is the pencil in the box?

Class: Yes, it is in the box.

Teacher: Is the crayon in the box?

Class: Yes, it is in the box.

Repeat using other known items.

Teacher: Is the pencil in the box?

Class: No, the pencil is not in the box.

Repeat for other articles.

Teacher: Is the pencil in the box?

Class: No, it is not in the box.

Teacher: Is the pencil in the box?

Class: No, it is not in the box.

Repeat for items previously used.

Teacher: What is in the box?

Class: The pencil is in the box.

Repeat as above.

Teacher: What is in the box?

Class: The pencil is in the box.

Repeat.

In order that pupils will leave the class for the day with a feeling of success, please stop this drill at about 8:45 and give your class five minutes for patterns to which their responses are fairly automatic.

Teacher: What is this?

Class: It is a ball.

Teacher: Please count. (She bounces the ball) One, two, three, four, five, six, seven.

Class: One, two, three, four, five, six, seven.

Teacher: Sandra, play ball. (She throws the ball)

Class: Sandra can play ball.

A lively use of patterns as illustrated above closes the lesson. Remind pupils to be on time in the morning.

Tuesday:

New Vocabulary: Yellow

Teacher: (Taking a pencil) This is a pencil.

Class: It is a pencil.

Teacher: The pencil is yellow.

Class: The pencil is yellow.

Drill, using group and individual response methods.

Teacher: (holding up a yellow paper) This is a paper.

Class: It is a paper.

Teacher: The paper is yellow.

Class: The paper is yellow.

Repeat with a yellow crayon, a yellow book, and a yellow box.

Teacher: The pencil is yellow.

Class: It is yellow.

Drill.

Teacher: The crayon is yellow.

Class: It is yellow.

Follow same pattern for the yellow book and the yellow box.

Teacher: Where is the pencil?

Class: It is in the box.

Teacher: Is the pencil in the box?

Class: Yes, it is in the box.

Teacher: Is the pencil in the box?

Class: No, it is not in the box.

Play a game by hiding the box in your big desk drawer while you put the pencil either in the drawer or in the box.

Teacher: Is the pencil in the box, Sandra?

Sandra: Yes, the pencil is in the box.

Teacher: (Tipping box to let pupils see the pencil) Yes, it is in the box.

Teacher: (After putting pencil in drawer instead of in the box) Is the pencil in the box, Manuel?

Manuel: Yes, the pencil is in the box.

Teacher: (Tipping box so that class can see the inside) No, the pencil is not in the box.

Class: The pencil is not in the box.

Play this game for a short time to vary the drill routine.

Teacher: What color is the pencil?

Class: The pencil is yellow.

Repeat for other yellow items.

Teacher: What color is the pencil?

Class: It is yellow.

Take the last few minutes to re-enforce patterns pupils enjoy.

Teacher: Count the pencils.

Class: One, two, three, four, five, six, seven pencils.

Wednesday:

New Vocabulary: red

Teacher: This is a ball.

Class: It is a ball.

Teacher: This is a ball.

Class: It is a ball.

Teacher: This is a ball. The ball is red.

Class: The ball is red.

Teacher: This is a crayon. The crayon is red.

Class: The crayon is red.

Repeat this pattern with other known red objects, such as red paper and a red book.

Teacher: The book is red.

Class: It is red.

Drill.

Teacher puts the red book in the desk.

Teacher: Where is the book?

Class: The book is in the desk.

Repeat putting the book in the box.

Teacher: I can count. (She bounces the ball) One, two, three, four, five, six, seven, eight, nine, ten.

Class: One, two, etc.

Teacher: Please count the pencils.

Class: One, two, three .....

Teacher: Please count the boys.

Class: Counts.

Teacher: Please count the girls.

Review the patterns: The pencil is yellow.

The pencil is in the box.

The ball is red.

Thursday:

Teacher: Sandra is a girl. What is Sandra?

Class: Sandra is a girl.

Teacher: Manuel is a boy. What is Manuel?

Class: Manuel is a boy.

Teacher: Sandra is a girl. What is Sandra?

Class: She is a girl.

Teacher: Manuel is a boy. What is Manuel?

Class: He is a boy.

Teacher: What is Manuel?

Class: He is a boy.

Repeat with various children. From this review we hope to help make the proper use of the "he" and "she" automatic and also to give training in the natural use of the contractions in conversation.

New Vocabulary: on

Teacher: The ball is on the desk.

Class: The ball is on the desk.

Repeat with other known items, such as chalk, eraser, picture, etc.

Teacher: The ball is on the desk.

Class: It is on the desk.

Teacher: Where is the ball?

Class: It is on the desk.

After teaching this pattern, close a child's eyes while you place a chalk on the table.

Class: Where is the chalk?

Pupil: It is on the desk.

Class: No, it is on the table.

Another child closes his eyes.

Teacher places the chalk on the desk.

Class: Where is the chalk?

Pupil: The chalk is on the desk.

Class: Yes, it is on the desk.

This little game will train pupils in automatic responses as they will have to select according to whether or not the pupil guesses the correct location of the chalk.

Review:

Teacher: Manuel, walk to the door.

Class: He is walking to the door.

Teacher: Sandra, please stand up.

Class: She is standing up.

Friday:

New Vocabulary: blue, dress, shirt

Review command patterns.

Teacher: Manuel, please go to the blackboard.

Class: Manuel, please go to the blackboard.

Substitute other commands, such as "go to your seat, read this book, write your name, stand up, sit down, and draw a picture."

New word: blue. Please introduce blue using the patterns employed in the introduction of yellow.

Teacher: (indicating her dress) This is a dress.

Class: It is a dress.

Drill. Then introduce "shirt" in the same way.

Review numbers, counting ball bounces, catches, and objects.

Try to have a successful review before the close of the period, thus continuing the fine encouragement you are giving your pupils.

New Vocabulary this week: in, yellow, red, five, six, seven, eight, nine, ten, on, blue, dress, shirt.

Notes for the Fourth Week of Teaching Pre-School English

General Notes:

It seems best to teach the full form of the pattern and then the contraction, of often the contraction is the natural form used. Thus, "It is not in the desk" is taught first, and then, "It isn't in the desk."

As the vocabularies of the pupils increase, your task of keeping within the frame work of what you plan to teach each day requires thought. We are trying to supply automatic patterns that will be useful to all pupils, patterns into which they can put the additional vocabulary they acquire elsewhere.

In teaching patterns for questions, teach the positive statement forst. Then, re-arrange the words to form the question. Later, interrogatory words may be taught. Thus, we teach "The pencil is on the desk," "Is the pencil on the desk?" and finally, "Where is the pencil?"

Monday

8:20 a.m. Pupils are to learn that class work starts promptly. It might be well to note the names of any pupils who arrive late and ask their homeroom teacher or the principal to talk with them about tardiness at some other time during the day; thus class time will not be wasted on tardy pupils and class atmosphere will remain pleasant.

Opening salutations, as learned.

Review:

Teacher puts chalk in a box.

Teacher: The chalk is in the box.
Class: The chalk is in the box.

Teacher: Is the chalk in the box?
Class: Yes, it is in the box.

Teacher: Is the chalk in the box?
Class: Yes, it's in the box.

Teacher puts the chalk in the desk.

Teacher: The chalk is in the desk.
Class: It's in the desk.

Teacher: Is the chalk in the box?
Class: No, it's in the desk.

Play a game to give practice in repeating these patterns. Have a child close his eyes while you place the chalk in the box.

Class: Is the chalk in the box?
Pupil: Yes, it's in the box. (A correct guess).

Place the chalk in the desk.

Class: Is the chalk in the box?
Pupil: Yes, it's in the box. (An incorrect guess).

Give several pupils a chance to guess the location of the chalk, as you change it quickly. Keep the game lively and of short duration.

Place the ball on the table.

Teacher: The ball is red. It is on the table.
Class: The ball is red. It is on the table.

Teacher: The ball is red. It's on the table.
Class: The ball is red. It's on the table.
Class: The ball is on the table.

New Vocabulary: where

Teacher: Where is the ball?
Class: The ball is on the table.

Teacher: Where is the chalk?
Class: The chalk is in the box.

Repeat, putting other known objects in the box, in the desk, on the desk, and on the table.

Teacher: (Indicating Sandra's blue dress.) The dress is blue.
Class: The dress is blue.

Teacher: Is the dress red?
Class: No, the dress is blue.

Teacher: (Indicating Manuel's red shirt) The shirt is red.
Class: The shirt is red.

Teacher: Is the shirt red?
Class: Yes, the shirt is red.

Repeat this sequence to review shirt, dress, blue, red and yellow.

Tuesday

8:20 a.m. Express pleasure that the pupils are on time and in their seats, ready to begin promptly.

Opening Salutations.

Review:

Teacher: I can count, one, two, three, four, five, six, seven, eight, nine, ten.
Class: I can count, one, two, three, four, five, six, seven, eight, nine, ten.

Teacher: Count the boys.
Class: One, two, three, etc. boys.

Teacher: Count the girls.
Class: One, two, three, etc. girls.

New Vocabulary: little, big see.

Teacher, showing class a very small pencil: This is a pencil.
Class: It is a pencil.

Teacher: This is a pencil. It is little.
Class: It is a pencil. It is little.

Teacher: This is a pencil. It's little.
Class: It's a pencil. It's little.

Drill, using a little book, a little eraser, and a little ball.

Teacher: This is a pencil. It is a big pencil.
Class: It is a pencil. It is big.

Teacher: This is a pencil. It's big.
Class: It is a pencil. It's big.

Drill, using a big book, a big eraser, and a big ball.

Suggestion: You might ditto pictures of big and little objects.

Teacher: Color the big ball red. (Wait for them to do so). Color the little pencil yellow. (Wait for that to be done. etc.)

If you do not have individual paper, you can draw a little ball and a big ball on a large sheet of newsprint and choose a child to follow each direction, while other members of the class watch. Take turns, but do not let the interest of the group lapse.

To the tune of Ten Little Indians, teach:

One little, two little, three little pencils,
Four little, five little, six little pencils,
Seven little, eight little, nine little pencils,
Ten little pencils. See.

After counting the pencils, the new work, see will be clear to the pupils.

Teacher: See the pencils.
Class: See the pencils.

Teacher: Count the pencils.
Class: One, two, three, etc. ......pencils.

Teacher: See Sandra. (She indicates Sandra)

Repeat, indicating other pupils.

Review:

Teacher: Sandra is a girl.
Class: She's a girl.

Teacher: Manuel is a boy.
Class: He's a boy.

Wednesday

Review:

Teacher: Sandra, walk to the door.
Class: She is walking to the door.

Teacher: Manuel, please stand up.
Class: He is standing up.

Teacher: Manuel, sit down.
Class: He is sitting down.

Drill on verbs of action, letting various pupils carry out the commands.

New Vocabulary: put, my hand, foot.

Teacher: This is a crayon. See the crayon.
Class: It is a crayon.

Teacher: This is a crayon. I put the crayon in the box.(Carries out the appropriate action)
Class: This is a crayon. Miss_______can put the eraser in the box.

Follow this pattern with other known objects.

Teacher: This is my hand. See my hand.

Class: This is my hand. (Be sure each child indicates his own hand.) In Spanish, one would say, "the hand." Much drill will be needed on "my hand".

Teacher: This is my hand. See my hand.
Class: It's my hand. See my hand. (Indicates hand).

Teacher: This is my foot.
Class: This is my foot.

Teacher: This is my foot.
Class: It's my foot.

Teacher: Indicating her hand) Is this my hand?
Class: Yes, it is. (We'll do "your" later, after "you" has been taught.)

Teacher: Is this my foot?
Class: Yes, it is.

Teacher: (Indicating her hand) Is this my foot?
Class: No, it is not.

This lesson will have to be reviewed each day this week as it will require much repetition; so try to be satisfied with less than perfection the first day.

Review:

Be sure to save time for a review so that pupils will leave with a feeling of success.

Teacher: Please count the papers. One, two, three, four, etc.
Teacher: The paper is red.
Class: It is red.

If you have learned Ten Little Pencils, you might like to sing that song. Otherwise, review the colors, red, blue, and yellow.

Thursday

Opening salutation.

Review:

Teacher: This is my hand.
Class: This is my hand.

Teacher: This is my foot.
Class: This is my foot.

Teacher: I put the book on the table.
Class: She is putting the book on the table. (Be sure the action is being carried out as they speak).

Teacher: I put the pencil in the box.
Class: She is putting the pencil in the box.

Teacher: I put the pencil on the table..Where is the pencil?
(Put the pencil as you say "put")

Teacher: I put my hand on the table. (Carry out the action as you speak)
Class: I put my hand on the table. (in some rooms, it will be desk)

Drill on the above.

Teacher puts her hand on the ball.
Teacher: Is my hand on the ball?
Class: Yes, it is. It is on the ball.

Repeat this pattern, putting your hand on the table, desk, eraser, blackboard, and other known objects.

Friday

Opening: Teach live

Teacher: I live in Calexico,
Class: I live in Calexico,

Teacher: My name is Mrs.______. I live in Calexico
Pupils, in rotation: My name is________. I live in Calexico,
Asks next pupil), what is your name?

New Vocabulary: do, you, are

Teacher: I can do this. (She writes her name)
I can do this. (She does something else and repeats various actions to illustrate what "doing" means. Spanish might well be used to clarify).

Teacher: I can do this. (Puts her hand on her head.)
Class: I can do this. (They put their hands on their heads).

Teacher: I can do this. (She puts her hands on her hips).
Class: I can do this. (They perform the same action).

Develop a game using the pattern: "I can do this". Teacher thinks up the actions until the pattern is established. Then pupils may take turns being the leader. Do not prolong this activity, but do give sufficient opportunities for the response to become automatic.

Teacher: I can write. (She writes, and while writing, asks the class), what am I doing?
Class: You are writing.

Teacher: I can read. (She opens a book and reads.) What am I doing?
Class: You are reading.

Teacher: I can walk. (She walks). What am I doing?
Class: You are walking.

Repeat, using stand up, sit down, put, run.

Play a game, as follows:

Sandra, (pantomining writing) What am I doing, Manuel?
Manuel: You are writing your name. (He pretends to read a book). What am I doing, Rosa?
Rosa: You are reading the book. (She walks to the door). What am I doing, Juan?

Help select appropriate actions, such as writing on the blackboard, writing on a paper, putting the ball on the table, putting the chalk in the box, etc., Whenever a child does not have an immediate action of his own. Thus, time will not lag.

Review:

Please be sure to leave time at the close of the period for a lively review of patters well-learned so that pupils leave with a feeling of accomplishment. Remind them that you are pleased with those who are prompt.

New Vocabulary This Week: where, little, big, see, put, my, hand, foot, live, do, you, are.

Notes for the Fifth Week of Teaching Pre-School English

This week, we will introduce "I have", "You have", and "He has". It is hoped that the suggested game will help prevent the formation of the habit of using the expression "no have".

Proper use of have and has will need much repetition; so we'll plan to include it in future work.

Please remember to teach the answer pattern before a question is presented and an answer expected.

Monday

8:20 a.m. Express pleasure with the pupils who are in their seats, ready to begin work promptly.

Opening Salutations:
Review pattern: My name is Sandra. I live in Calexico.

New Vocabulary: how, years, old

Teacher: (referring to Sandra): Sandra is six years old.

Class: Sandra's six years old.

Repeat, using other children.

Teacher: Sandra is six years old.

Class: She is six years old.

Teacher: How old is Sandra?

Class: She's six years old.

Repeat, using other children.

Have Sandra stand.

Teacher: How old are you?

Sandra: I am six years old.

Class: (pointing to Sandra): You're six years old.

Repeat this pattern with many pupils.

A guessing game to play:

Ask Manuel to stand.

Class: How old is Manuel?

Sandra: He is seven years old.

Manuel: No, I'm not. I'm six years old. (He chooses Rosa, who stands).

Class: How old is Rosa?

Manuel: She is six years old.

Rosa: Yes, I am six years old. (She chooses Jose, who stands).

Class: How old is Jose?

Rosa: He is seven years old.

Jose: No, I'm eight years old.

Review: put, putting

Teacher: This is a pencil. I am putting the pencil in the box.

Class: She is putting the pencil in the box.

Teacher: I am putting the pencil in the box.

Class: You are putting the pencil in the box.

Teacher: (Repeating the action): What am I doing?

Class: You are putting the pencil in the box.

Repeat with other known objects.

Teacher: Sandra, put the pencil in the box.

Class: She is putting the pencil in the box.

Sandra: I am putting the pencil in the box.

Teacher: Manuel, put the chalk in the box.

Class: He's putting the chalk in the box.

Manuel: I'm putting the chalk in the box.

The teacher will have to supervise to continue the action during the repetition of the pattern.

Repeat, substituting 'putting the book on the table', 'putting the chalk in the desk', and 'putting the eraser on the chair'.

Tuesday

8:20 a.m. Opening Salutations:

Pupil: I am six years old. (He turns to his neighbor): How old are you?

Next Pupil: I am eight years old. (Turns to next child): How old are you?

Pupil: I'm seven years old. How old are you?

Review: my hand, my foot.

Teacher: This is my hand.

Class: (Raising a hand): This is my hand.

Teachaer: This is my foot.

Class: (indicating a foot) This is my foot.

New Vocabulary: face, your, button

Teacher: This is my face.

Class: (Pointing to face) This is my face.

Sandra stands by the teacher.

Teacher (pointing to Sandra's foot): This is your foot.

Class: It is your foot. (They indicate that they are talking to Sandra).

Class: It's your foot.

Teacher, taking Sandra's hand: This is your hand.

Class: It is your hand.

Class: (Pointing to Sandra's hand): It's your hand.

Teacher: This is your hand.

Sandra: This is my hand.

Class: It is your hand.

Practice this pattern, substituting, "This is your book", "This is your dress". and "This is your pencil".

Teacher: (Indicating a button on Manuel's shirt): This is a button.

Class: It is a button.

Teacher: This is a button.

Class: It's a button.

Teacher: This is a little button.

Class: It is a little button.

Teacher: This is a little button.

Class: It's a little button.

Teacher (She shows them a big button on Sandra's dress): This is a big button.

Class: It is a big button.

Review: doing

Guide Sandra in walking about the room.

Teacher: What is Sandra doing?

Class: She is walking.

Teacher: Sandra, what are you doing?

Class: Sandra, what are you doing?

Sandra: I am walking.

Encourage Manuel to read a book.

Teacher: What is Manuel doing?

Class: He is reading.

Teachaer: Manuel, what are you doing?

Class: Manuel, what are you doing?

Manuel: I'm reading.

If time permits, sing Ten Little Pencils.

Wednesday

8:20 a.m. Opening Salutation.
Each pupil says: Good morning. My name is______. I am _______ years old.

Review: big, little, button

Teacher, showing appropriate size pencils: This is a big pencil.

Class: It's a big pencil.

Teacher: This is a little pencil.

Class: It's a little pencil.

Place the big pencil on the desk and the little one in a box.

Teacher: The big pencil is on the desk.

Class: The big pencil is on the desk.

Teacher: Where is the big pencil?

Class: The big pencil is on the desk.

Teacher: Where is the big pencil?

Class: It is on the desk.

Teacher: Where is the big pencil?

Class: It's on the desk.

Teacher (showing location of the little pencil): The little pencil is in the box.

Class: The little pencil is in the box.

Teacher: Where is the little pencil?

Class: The little pencil is in the box.

Teacher: Where is the little pencil?

Class: It is in the box.

Teacher: Where is the little pencil?

Class: It's in the box.

New Vocabulary: have, has

Teacher: I have two hands. (She goes from child to child indicating his hands): You have two hands. I have two hands.

Teacher: I have two hands.

Class: I have two hands. (Raising hands to indicate his own).

Teacher: I have two hands.. (Pointing to others) You have two hands.

Class: I have two hands. You have two hands.

Teacher: (Grasping a pencil): I have a pencil.

Class: You have a pencil.

Teacher: (After giving the pencil to Sandra). Sandra has a pencil).

Class: Sandra has a pencil.

Teacher: Sandra has a yellow pencil.

Class: She has a yellow pencil.

Give Manuel a red ball.

Teacher: Manuel has a red ball.

Class: Manuel has a red ball.

Manuel: I have a red ball.

Teacher: Manuel has a red ball.

Class: He has a red ball.

Manual: I have a red ball.

Give Rosa a blue paper.

Teacher: Rosa has a blue paper.

Class: Rosa has a blue paper.

Rosa: I have a blue paper.

Repeat this pattern, substituting a red crayon, a box, and other items.

Review:

On 9" x 12" sheets of newsprint, outlinine pairs of objects, one big and one little. Pairs of balls, pencils, and boxes, attached to chalkboard with masking tape.

Teacher: Sandra, color the little ball blue.
Manuel, color the big pencil red.
Rosa, color the big box yellow.

To save time and keep interest high, let the three pupils color simultaneously.

Teacher: Sandra is coloring the little ball blue.

Class: Sandra is coloring the little ball blue.

Teacher: Manuel is coloring the big pencil red.

Class: Manuel is coloring the big pencil red.

Manuel: I am coloring the big pencil red.

Teacher: Rosa is coloring the big box yellow.

Class: Rosa is coloring the big box yellow.

Rosa; I am coloring the big box yellow.

Review: See

After completion of the coloring activity, indicate the pairs in turn.

Teacher: I see two balls.

Class: I see two balls.

Teacher: I see two pencils.

Class: I see two pencils.

Thursday

8:20 a.m. Opening Salutations.

Review: have, has

Teachaer: I have two hands.

Class: I have two hands.

Teacher: Sandra has a pencil.

Class: Sandra has a pencil.

If it seems advisable, repeat pattern substituting other things.

New Vocabulary: does have, do have

Give a pencil to Sandra.

Teacher: Sandra has a pancil.

Sandra: I have a pencil.

Teacher: What does Sandra have?

Class: What does Sandra have?

Sandra: I have a pencil.

Teacher: What does Sandra Have?

Class: Sandra has a pencil.

Sandra: I have a pencil.

Give Manuel a ball.

Teacher: Manuel has a ball.

Class: Manuel has a ball.

Manuel: I have a ball.

Class: What does Manuel have?

Manuel: I have a ball.

Repeat the pattern, substituting a paper, book, etc.

Encourage Sandra to ask: What do I have?

Class: You have a pencil.

Manuel: What do I have?

Class: You have a ball.

New Game:

Have each pupil hold his hands together on his desk in such a position that the "IT" child can slip the button into one pair of hands without the other pupils knowing who has the button. "IT" goes from child to child, pretending to slip the button into their hands. He deposits it with one child but tries to conceal the identity of the one who really has the button.

Sandra is selected to start the game by guessing the identity of the recdpient of the button.

Class: Who has the button?

"IT" Who has the button?

Sandra: Manuel, do you have the button?

Manuel: No, I do not have the button.

Class: Manuel does not have the button.

Sandra: Rosa, do you have the button?

Class: Rosa, do you have the button?

Rosa: No, I do not have the button.

Class: Rosa does not have the button.

Sandra:	Jose, do you have the button?
Class:	Jose, do you have the button?
Jose;	Yes, I have the button.
Class:	Jose has the button.

Continue the game by letting Sandra be "IT" and put the button into someone's folded hands. Jose becomes the one to guess.

This game should be played often to overcome the tendency to say "I no have".

Notes for the Sixth Week of Teaching Pre-School English

This week we will begin work on the words "this" and "that". Their use provides many opportunities for the re-enforcement of previously learned patterns. Automatic speech just does not occur without frequent repetition; so, let's try to review the patterns that build up to the new pattern we present at any given time.

In teaching the patterns, we need to try for normal conversational tones and rates of speaking.

By teaching the expression, "Sandra's dress", we are trying to avoid the common error, "the dress of Sandra".

Monday

Opening: Good morning. My name is Sandra. I am six years old. I live in Calexico.

Proceed briskly among the class with this pattern. If interest lags or the pace slows, help pupils maintain a conversational rate.

New Vocabulary: pin, green

Teacher: This is a pin.
Class: It is a pin.

Teacher: This is a pin.
Class: It's a pin.

Teacher: This is a little pin.
Class: It's a little pin.

Teacher: This is a paper.
Class: It's a paper.

Teacher: The paper is green.
Class: The paper is green.

Teacher: The paper is green.
Class: It's green.

Sandra is wearing a green dress. Indicate the dress.

Teacher: See Sandra's dress.
Class: See Sandra's dress.

Teacher: Sandra's dress is green.
Class: Sandra's dress is green.

Teacher: Sandra's dress is green.
Class: It's green.

Teacher: Sandra, what color is your dress?
Class: Sandra, what color is your dress?

Sandra: It's green.

Teacher: Sandra, what color is your dress?
Sandra: My dress is green.

Manuel is wearing a green shirt; so use his shirt for the following:

Teacher: See Manuel's shirt.
Class: See Manuel's shirt.

Teacher: Manuel's shirt is green.
Class: Manuel's shirt is green.
Manuel: My shirt is green.

Teacher: Manuel's shirt is green.
Class: It's green.

Teacher: What color is Manuel's shirt?
Class: It's green.
Manuel: My shirt is green.

Teacher: See Manuel's green shirt.
Class: See Manuel's green shirt.

Teacher: See Sandra's green dress.
Class: See Sandra's green dress.

Drill, as above, substituting red, blue, and yellow for green.

Pass straight pins to the class, giving one to each child.
Teacher: This is a pin.
Class: This is a pin.

Place a pin in the bulletin board.
Teacher, indicating pin in her hand: This is a pin. (Points to bulletin board). That is a pin.

Class, pointing to pins in their hands: This is a pin. (Pointing to pin on bulletin board). That is a pin.

Drill on the above pattern.

Teacher: (Indicating a book on a table some distance from her). That is a book.
Class: (Pointing to the book) That is a book.

Teacher: (Pointing to a window) That is a window.
Class: (Pointing to a window) That is a window.

Teacher: (Pointing to a table) That is a table.
Class: (Pointing to a table) That is a table.

Teacher: (Indicating the pin in her hand) This is a pin. That is a table.
Class: (Holding up their pins) This is a pin. That is a table.

Teacher: This is a pin. That is a book.
Class: This is a pin. That is a book.

Teacher: This is a pin. That is a window.
Class: This is a pin. That is a winow.

Pass out crayons, giving one to each pupil.

Teacher: This is a crayon. That is a book.
Class: (Pointing to their own crayons) This is a crayon. That is a book.

Pass paper, giving one piece to each child.
Teacher: This is a paper. That is a door.
Class: This is a paper. That is a door.

Continue the drill, indicating known items about the room.

Review: Counting to ten.

Teacher: Count the boys in this room.
Class: One, two, three, etc.

Teacher: Count the girls in this room.
Class: One, two, three, etc.

Tuesday

8:20 a.m. Opening Salutations. Use the pattern, "Good morning. My name is ______________. "What is your name?"

Review:

Teacher: How old are you Sandra?
Sandra: I am seven years old.
Class: She is seven years old.

Teacher: Is Sandra six years old?
Class: No, she is not. She is seven years old.

Teacher: Is Sandra six years old?
Class: No, she isn't. She's seven years old.

Teacher: Sandra, are you six years old?
Sandra: No, I'm not. I'm seven years old.

Teacher: Manuel, how old are you?
Class: Manuel, how old are you?
Manuel: I'm eight years old.
Class: He's eight years old.

Teacher: Is Manuel ten years old?
Class: No, he is not. He is eight years old.

Teacher: Is Manuel ten years old?
Class: No, he isn't. He's eight years old.

Quickly repeat these patterns, substituting the names and ages of other class members.

Pass a pin to each pupil.
Teacher: This is a pin.
Class: (Indicating his pin) This is a pin.

Stick a big pin in the bulletin board. That is pin.
Class: That is a pin.
Teacher: This is a little pin, and that is a big pin.
Class: This is a little pin and that is a big pin.
Pass small slips of paper to each child.
Teacher: This is a paper.
Class: This is a paper.

Teacher: This is a little paper.
Class: This is a little paper.

Put large paper on the bulletin board.
Teacher: That is a paper.
Class: That is a paper.

Teacher: That is a big paper.
Class: That is a big paper.

Teacher: This is a little paper, and that is a big paper.
Class: This is a little paper, and that is a big paper.

Place a big book on your desk and a little one on a table.
Teacher: This is a big book, and that (pointing) is a little book.

Bring Sandra to you side. Guide her to indicate the proper books.
Teacher: This is a big book, and that is a little book.
Sandra: This is a big book, and that is a little book.

Call Manuel to your side and repeat the drill.

Teacher: (Indicating the pin) This is a little pin, and that is a big pin.
Class: (Indicating pins in their possession) This is a little pin and that is a big pin.

To establish the meaning of "this" and "that", alternate between group responses, using the papers and the pins, and individual responses, under teacher supervision.

New Vocabulary: shoe, penny.

Teacher: This is a shoe.
Class: This is a shoe.

Teacher: I have two shoes.
Class: I have two shoes.

Teachaer: Sandra, count your shoes.
Class: Sandra, count your shoes.
Sandra: One, two, I have two shoes.

Teacher: Sandra has two shoes.
Class: Sandra has two shoes.
Sandra: I have two shoes.

Drill with other pupils

Show the class a penny.
Teacher: This is a penny.
Class: It is a penny.

Teacher: This is a penny.
Class: It's a penny.

Teacher: What is this?
Class: It's a penny.

Game: In a box, place a penny, a pin, a blue paper, a red paper, a red pencil, a yellow pencil, and a green crayon. Sandra holds the box out of sight as she selects one item which she holds behind her back.

Class: Sandra, what do you have?
Sandra: Manuel, what do I have?

Manuel: Do you have the red pencil?
Sandra: No, I do not have the red pencil.

Class: What do you have?
Sandra: Rosa, what do I have?

Rosa: Do you have the penny?
Class: Do you have the penny?
Sandra: No, I don't have the penny. I have the blue paper.

The teacher chooses a new player. If a pupil guesses the right item, he is allowed to do the selecting. If two guesses does not produce the right answer, the next child gets his turn to choose an item. This rotation system gives a reward of an extra turn for a correct answer. At the same time, it provides for a change of players after two guesses.

Review:

Teacher: Sandra, open the door.
Class: She is opening the door.
Sandra: I am opening the door.

Teacher: Manuel, run to the blackboard.
Class: He is running to the blackboard.
Manuel: I'm running to the blackboard.

Wednesday

Opening Salutations. Teach the pattern, "I live on ________ Street."

New Vocabulary: Street, Avenue, Drive

Teacher: I live on Fifth Street
Class: She lives on Fifth Street.

Teacher: Sandra, where do you live?
Class: Sandra, where do you live?
Sandra: I live on Encinas Avenue
Class: She lives on Encinas Avenue.

Teacher: Manuel, where do you live?
Class: Manuel, where do you live?
Manuel: I live on Encanto Drive
Class: He lives on Encanto Drive.

Drill on this pattern.

New Vocabulary: Under

Place a ball under a chair.
Teacher: The ball is under the chair.
Class: The ball is under the chair.

Place a box under the table.

Teacher: The box is under the table.
Class: The box is under the table.

Drill on this pattern, substituting a pencil, a crayon, chalk, and a book.

Place a paper under a book.
Teacher: The paper is under the book.
Class: The paper is under the book.

Teacher: Where is the paper?
Class: It is under the book.

Teacher: Where is the eraser?
Class: It's under the book.

Drill with other known items.

Review: Who has the button?

"It" hides button in some outstretched pair of hands.
Class: Who has the button?
"It": Who has the button?

Sandra: Manuel, do you have the button?
Manuel: No, I do not have the button.
Class: Manuel does not have the button.

Sandra: Rosa, do you have the button?
Class: Rosa, do you have the button.
Rosa: No, I don't have the button.
Class: Rosa doesn't have the button.

Proceed in this manner until the one who has the button is found. He becomes the one to guess, and Sandra is allowed to hide the button.

Thursday

Opening Salutations: Use pattern: Good morning. My name is Sandra. I live on Fourth Street.
Quickly give each child a turn to repeat this pattern. For the small children, it may be shortened to include just "Ilive on Fourth Street."

New Vocabulary: wash, teeth, nose

Teacher goes to the sink and demonstrates: I wash my hands.
Teacher: I wash my hands. (Be sure the pupils note that it is not "the hands" as in Spanish).

Teacher: Sandra, wash your hands.
Sandra: I can wash my hands.

Teacher: Sandra can wash her hands.
Class: Sandra can wash her hands.

Teacher: I am washing my hands.
Class: You are washing your hands.

Have the pupils pretend to be washing their hands.
Teacher: I am washing my hands.
Class: I am washing my hands.

Teach the word "Teeth"

Repeat the above pattern substituting teeth for hands.

Review: he, she

Teacher: Sandra is a girl.
Class: Sandra is a girl.

Teacher: What is Sandra?
Class: She is a girl.

Teacher: Manuel is a boy.
Class: Manuel is a boy.

Teacher: What is Manuel?
Class: He's a boy.

Teacher: Is Sandra a boy?
Class: No, she is a girl.

Teacher: Is Manuel a girl?
Class: No, he's a boy.

Teacher: Is Sandra a girl?
Class: Yes, she's a girl.

Friday

Opening: Review the pattern: "I'm six years old. (turns to the next child). How old are you? Try to keep the tempo at regular conversational rate.

New Vocabulary: touch, school, teacher

Teacher: This is a table.
Class: It's a table.
Teachers touches the table: I can touch the table.
Class: You can touch the table.

Teacher: Sandra, touch the table.
Class: Sandra, touch the table.

As Sandra touches the table: Teacher: Sandra can touch the table.
Class: Sandra can touch the table.
Sandra: I can touch the table

Teacher: Manuel, touch the table.
Class: Manuel can touch the table

Drill with other pupils.

Teacher: This is a book.
Class: It is a book.

Teacher: I am touching the book.
Class: You are touching the book.

Teacher: I can touch the book.
Class: You can touch the book.

Teacher: Sandra, touch the book.
Teacher: Sandra is touching the book.
Class: Sandra is touching the book.
Sandra: I am touching the book.

Substitute for book the following: door, blackboard, chair, desk, and window.

Teacher: I am a teacher.
Class: You are a teacher.

Teacher: Is Sandra a teacher?
Class: No, Sandra is not a teacher.

Teacher: Is Manuel a teacher?
Class: No, he isn't a teacher.

Teacher: Am I a teacher?
Class: Yes, you are a teacher.

Teacher: Am I a teacher?
Class: Yes, you're a teacher.

Teacher: This is a school. (Indicating the entire plant and grounds.).
Class: This is a school.

Teacher: This is Dool School.
Class: This is Dool School.

Teacher: I go to Dool School.
Class: I go to Dool School.

Teacher: Where do you go to school?
Class: I go to Dool School.

Teacher: Sandra, where do you go to school?
Sandra: I go to Dool School.

Review: This, that, my, your, face, hand, foot,

Teacher: This is my hand. (She raises her hand).
Class: (Raising one hand) This is my hand.

Have Sandra stand with her hand raised.
Teacher: This is my hand (indicating her own). That is your hand. (Points to Sandra's hand).

Class: This is my hand. (Be sure they indicate their own). That is your hand.

Drill. Substitute face and then foot.

Place a book on the desk and one on a table some distance away.
Teacher: Sandra, touch this book (when she does). Touch that book.

Bring Sandra back to the first book.
Sandra: I can touch this book and I can touch that book. (Appropriate gestures help).

Drill on this pattern, substituting known objects.

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Notes for the Seventh Week of Teaching Pre-School English Classes

General Suggestions:

The essentials we need to keep in mind in the teaching of English as a Second Language seem to be: the presentation of a limited vocabulary, a vocabulary small enough that we can teach it well; the introduction of new words at a rate slow enough to permit mastery; and the constant repetition and review of patterns so that their use becomes automatic.

Allowing sufficient time and repetition for the formation of correct patterns should make corrective measures unnecessary. Thus, we try to establish the pattern, "I don't have it" before the child has had a need to say, "I no have".

This week we will work on teaching the association of the appropriate pronouns with family members. We hope to avoid the use of "He" in referring to the mother in the family, etc. The titles of Mr. and Mrs. are included in this instruction.

Monday

8:20 a.m. Opening pattern: I go to Dool School. (Turns to neighbor) Where do you go to school?

Review: This, that, hand, foot, face, mouth, my, your.

Teacher: (Indicating her hand): This is my hand.

Class: (Each pupil indicates his own hand): This is my hand.

Teacher: This is my hand. (Points to a child's hand). That is your hand.

Class: This is my hand. (Points) That is your hand.

Teacher: This is my hand, and that is your hand.

Class: (With appropriate gestures: This is my hand and that is your hand.

Teacher: This is my foot and that is your foot.

Class: (With appropriate gestures): This is my foot and that is your foot.

Continue the drill, substituting face, mouth, and other parts of the body. If your class has not learned head, ear, hair, arm, and leg, introduce these words, one or two at a time, during this week.

New Vocabulary: Week, days

Show the class a calendar. Explain that a week is "Una semana".

Teacher: (Pointing to a week on the calendar): This is a week.

Class: It is a week.

Teacher: This is a week.

Class: It's a week.

Repeat to give pupils many chances to say week.

Teacher: I can draw a week on the blackboard.

Quickly draw the outline of a month and indicate one line.

Teacher: This is a week.

Class: It is a week.

Teacher: I am showing you a week. (put your hands around the days of a week).

Class: That is a week.

Teacher: Sandra, show me a week.

Sandra: (Framing a week with her hands: This is a week.

Class: That is a week.

Teacher: Manuel, show me a week.

Manuel: Framing the days of a week with his hands: This is a week.

Class: That is a week.

Repeat with several pupils.

Teacher: I can count the days of the week. One, two, three, four, five, six, seven.

Class: I can count the days of the week. One, two, three, four, five, six, seven.

Teacher: (Indicating the calendar): This is a week. It has seven days.

Class: That is a week. It has seven days.

Teacher: The week has seven days.

Class: The week has seven days.

Teacher: Sandra, count the days of the week.

Class: Sandra, count the days of the week. (Sandra come to the calendar).

Sandra: One, two, three, four, five, six, seven. Seven days of the week.

Teacher: Manuel, count the days of the week.

Class: Manuel, count the days of the week.

Manuel: (Pointing to the calendar: One, two, three, four, five, six, seven. Seven days of the week.

Review Game:

Sandra closes her eyes. "IT" passes among the pupils, pretending to drop the button in each pair of outstretched hands. He conceals the identity of the person into whose hands he actually puts the button. Sandra opens her eyes.

"IT" Who has the button?

Class: Who has the button?

Sandra: Manuel, do you have the button?

Manuel: No, I do not have the button.

Class: Manuel does not have the button.

Sandra: Rosa, do you have the button?

Rosa: No, I don't have the button.

Class: Rosa doesn't have the button.

When the child who has the button is named, he becomes the guesser and Sandra hides the button.

Tuesday

8:20 a.m. Opening pattern: I'm six years old. How old are you? Each child gives his age and asks his neighbor to give his age.

Review Vocabulary: in, on, under, her, his
Quickly, let each child tell where his hand is.

Sandra: (Placing her hand on her desk: My hand is on my desk.

Class: Her hand is on her desk.

Manuel: (Placing his hand in his desk): My hand is in my desk.

Class: His hand is in his desk.

Rosa: (Placing her hand under her chair): My hand is under chair.

Class: Her hand is under her chair.

Jose: (Placing his hand on his head): My hand is on my head.

Class: His hand is on his head.

Keep the tempo rapid by helping any child who cannot decide quickly.

New Vocabulary: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday. Pupils will not learn all of the days at once, but it seems best to introduce them together. Teach them in sequence.

Teacher: (Indicating a large calendar): This is a week.

Class: That is a week.

Teacher: Count the days.

Class: One, two, three, four, five, six, seven.

Teacher: (Points to the week): The week has seven days.

Class: The week has seven days.

Teacher: I can name the days. (Point to the days on a big calendar as you name them). Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.

Drill on the names, but change to the next activity before the drill becomes monotonous.

Indicate Sunday on the calendar.

Teacher: I do not come to school on Sunday.

Class: I do not come to school on Sunday.

Indicate Monday.

Teacher: I come to school on Monday.

Class: I come to school on Monday.

Repeat the appropriate pattern for each day, in sequence.

You might show them that we do not come to school the first and the last day of the week.

Review Game:

Ten known objects are to be placed in a box. As you put them in, acquaint the pupils with the list by repeating this pattern for each object:

Teacher: This is a big pin.

Class: It is a big pin.

When the ten objects are in the box and the pupils know what they are, choose Sandra to start the game. With the box out of sight, she selects one of the objects to hide behind her back.

Class: What do you have?

Sandra: Manuel, What do I have?

Manuel: Do you have the yellow pencil?

Class: So you have the yellow pencil?

Sandra: No, I do not have the yellow pencil.

Class: She does not have the yellow pencil.

Manuel sits down.

Class: What do you have?

Sandra: Rosa, what do I have?

Rosa: Do you have the big pin? (If she has trouble thinking of an object to guess, suggest one so that there is no lull in the game.)

Class: Do you have the big pin?

Sandra: No, I don't have the big pin.

Class: She doesn't have the big pin.

If the correct item is guessed, the one who guesses it becomes the leader. If it is not guessed in two or three turns, Sandra is allowed to choose the new leader. Thus, many pupils have a turn being the leader.

Wednesday

8:20 a.m. Opening pattern: My name is Sandra. I live on Fourth Street. Where do you live?

Each child gives his name and street and asks his neighbor where he lives.

Review: week, days, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.

Draw a big calendar on the board. With your hands, frame the days of a week.
Teacher: This is a week.

Class: It is a week.

Teacher: Count the days of the week.

Class: One, two, three, four, five, six seven days.

Teacher: A week has seven days.

Class: A week has seven days.

Teacher: I can name the days of the week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.

Class: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.

Drill on this sequence. Indicate the appropriate squares on the calendar as the days are mentioned.

Point to Sunday.

Teacher: We do not come to school on Sundays.

Class: We do not come to school on Sundays.

Point to Saturday

Teacher: We do not come to school on Saturdays.

Class: We do not come to school on Saturdays.

Teacher: We do not come to school on Saturdays and Sundays.

Class: We do not come to school on Saturdays and Sundays.

New Vocabulary: work, at

Teacher: We read at school.

Class: We read at school

Teacher: We write at school.

Class: We write at school

Teacher: We read and write at school.

Class: We read and write at school.

Teacher: We work at school.

Class: We work at school

Teacher: What do we do at school?

Class: We work at school

Draw a stick figure of Sandra sweeping.

Teacher: Sandra can work.

Class: Sandra can work.

Teacher: (She indicates the stick figure): Sandra is working.

Class: She is working.

Teacher: What is she doing?

Class: She is working.

Teacher: Is she drawing?

Class: No, she is working.

Draw a stick figure of Manuel sweeping the sidewalk.

Teacher: Manuel can work.

Class: Manuel can work.

Teacher: Manuel is working.

Class: Manuel is working.

Show pictures of men or women working. Many magazines have a good picture of a telephone operator at a switchboard.

Game:

From a box of pins, Sandra takes any number of pins, from one to ten, and conceals them in her hand so that only she knows how many she has.

Class: How many pins do you have?

Sandra: Manuel, how many pins do I have?

Manuel: Do you have three pins?

Class: Do you have three pins?

Sandra: No, I don't

Class: How many pins do you have?

Sandra: Rosa, how many pins do I have?

Rosa: Do you have seven pins?

Class: Do you have seven pins?

Sandra: Yes, I have seven pins.

Rosa selects the pins, and the game is repeated. If a correct guess is not forthcoming in two or three guesses, Sandra chooses someone to take her place.

Review: Counting to ten.

Thursday

8:20 a.m. Opening pattern: My name is Sandra. My teacher's name is Mrs.________.

Review: Days of the week. Drill in sequence.

Teacher: We do not come to school on Saturdays and Sundays.

Class: We do not come to school on Saturdays and Sundays.

Teacher: (Pointing to appropriate square of calendar: We come to school on Mondays.

Class: We come to school on Mondays.

Show pupils the days of school.

Teacher: We come to school on Mondays, Tuesdays, Wednesdays, Thursdays, and Fridays.

Teacher: Count the days we come to school.

Class: One, two, three, four, five days.

Teacher: We come to school five days of the week.

Class: We come to school five days of the week.

Drill on the five days we come to school.

Teacher: How many days of the week do we come to school?

Class: We come to school five days.

Teacher: Name the days we come to school.

Class: We come to school on Monday, Tuesday, Wednesday, Thursday, and Friday.

Teacher: Sandra, do we come to school on Saturday?

Sandra: No, we do not come to school on Saturday.

Class: We do not come to school on Saturday.

Teacher: Do we come to school on Monday, Manuel?

Manuel: Yes, we come to school on Monday.

Class: We come to school on Monday.

Continue this pattern for a few minutes, but do not allow interest to lag.

New Vocabulary: family, mother, father, sister, brother. Probably mother and father will be easy for the pupils, but sister and brother are not learned as easily. We will strive to prevent use of the feminine pronouns with "brother" and the masculine pronouns with "sister". To do so, we'll drill on correct forms until the correct useage becomes automatic.

Show the class a picture of a family.
Give the children in the picture a name.

Teacher: (She indicates a girl in the picture.) This is Sandra.

Class: That is Sandra.

Teacher: (Indicating the mother: This is Sandra's mother.

Class: That is Sandra's mother.

Teacher: (Indicating the mother): She is Sandra's mother.

Class: She is Sandra's mother.

Teacher: Manuel, touch the picture of Sandra.

Manuel: (Putting his finger on Sandra in the picture): This is Sandra.

Teacher: (Pointing to Sandra): Who is she?

Class: She is Sandra.

Teacher: Rosa, touch Sandra's mother.

Rosa: (Putting her finger on the mother: This is Sandra's mother.

Teacher: (Indicating Sandra's mother: Who is She?

Class: She is Sandra's mother.

In a similar way, teach father, sister, and brother.

Teacher: This is a family. (Gesture includes all members in the picture).

Class: That is a family.

Teacher: This is Sandra's family.

Class: That is Sandra's family.

Teacher: This is Sandra and her family.

Class: That is Sandra and her family.

Review: put, putting

Teacher: I can put the book in the desk.

Class: You can put the book in the desk.

Teacher: I am putting the book in the desk.

Class: You are putting the book in the desk.

Teacher: What am I doing?

Class: You are putting the book in the desk.

Repeat, using other objects and putting them under the book on the table.

Teacher: Sandra, put the paper under the box.

Sandra: I can put the paper under the box.

As Sandra performs the action,

Teachaer: What is Sandra doing?

Class: She is putting the paper under the box.

Friday

8:20 a.m. Opening pattern: My name's Sandra, and I'm six years old. (Help each pupil secure a conversational tone and rhythm).

Review: Days of the week.

Draw a large calendar on the blackboard. Have the class name the days of the week, in sequence.

Teacher: We come to school on Mondays, Tuesdays, Wednesdays, Thursdays, and Fridays.

Class: We come to school on Mondays, Tuesday, Wednesdays, Thursdays, and Fridays.

Teacher: Do we come to school on Mondays?

Class: Yes, we come to school on Mondays.

Continue this pattern, using group responses. Ask individual pupils the same type of questions.

New Vocabulary: Mr., Mrs.

Review: Show the class the picture of the family used yesterday, You might draw a stick family on a 18" x 24" sheet of newsprint. Call this family Sandra Castro's family.

Teacher: (Indicate Sandra): This is Sandra.

Class That is Sandra.

Teacher: (Pointing): Her name is Sandra Castro.

Class: Her name is Sandra Castro.

Teacher: This is her father.

Class: That is her father.

Teacher: Her father's name is Mr. Castro.

Class: Her father's name is Mr. Castro.

In our basic readers the pupils need to know the Mr. and Mrs. titles for adults in the stories. This seems like a good time to include them in their speaking vocabularies.

Teacher: Sandra's father's name is Mr. Castro.

Class: His name is Mr. Castro.

Teacher: This is Sandra's mother.

Class: That is Sandra's mother.

Teacher: This is Sandra's mother.

Class: That is Sandra's mother.

Teacher: This is Sandra's mother.

Class: That is her mother.

Teacher: Sandra's mother's name is Mrs. Castro.

Class: Sandra's mother's name is Mrs. Castro.

Drill on Mr. and Mrs.

Teacher: Manuel Soto's father's name is Mr. Soto.

Class: Manuel's father's name is Mr. Soto.

Teacher: Namuel, what is your father's name?

Manuel: My father's name is Mr. Soto.

Teacher: What is Manuel's father's name?

Class: His name is Mr. Soto.

Repeat these patterns for fathers and mothers of other class members.

Review: Let various pupils bounce the ball while the class counts to ten.

Notes for the Eighth Week of Teaching Pre-School English

General Suggestions:

It seems best to teach the noun before using a modifier with it in a pattern.

The present tenses of verbs need to be taught before the past tenses. This week we will introduce the past tenses of some of the verbs for which we have taught the present tenses.

In teaching new patterns, we will be satisfied with responses that are not perfect; we will encourage improvement and will review patterns from time to time until they are learned well.

Review the learned pattern before varying it to include a new element. The variations provide the practice necessary to re-enforce learnings to the extent that automatic responses are possible for the pupils.

Frequently, provide a change of pace to keep interest high, even though this involves leaving a given pattern before it has been learned well. Return to it later for drill and improvement.

Monday

Opening: We have learned the pattern, My name is Sandra, so today let's work out the pattern: I am Sandra. (Turn to neighbor) Who are you? As pupils repeat this pattern, help them achieve a conversational rate and intonation.

Review: The use of such expressions as "Sandra's dress" instead of "the dress of Sandra; review of clothing.

Teacher: I am touching Sandra's dress.
Class: You are touching Sandra's dress.

Teacher: Manuel, touch Jose's shirt.
Class: Manuel, touch Jose's shirt.

Teacher: What is Manuel doing?
Class: He is touching Jose's shirt.

Teacher: Manuel, what are you doing?
Manuel: I am touching Jose's shirt.

Teacher: Jose, what is Manuel doing?
Jose: He is touching my shirt.

Repeat these patterns for shoes, belt, sox, and sweater.

New vocabulary: Today

Demonstrate on a large calendar the locations of the days of the week.

Teacher: The days of the week are: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.
Class: The days of the week are: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.

Teacher: Say the days of the week.
Class: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.

To provide an opportunity for activity, you might allow the younger pupils to jump rope or bounce a ball while the class chants the names of the days of the week to the rhythm of the action.

Teacher: Today is Monday.
Class: Today is Monday (You may need to say "hoy" to clarify meaning)

Teacher: Today is Monday. We come to school on Mondays.
Class: Today is Monday. We come to school on Mondays.

Teacher: Today is Monday.
Class: Today is Monday.

Teacher: What day is today?
Class: Today is Monday.

Teacher: What day is today?
Class: It is Monday.

Teacher: What day is it?
Class: It's Monday.

Teacher: We are in school today.
Class: We are in school today.

Teacher: Are we in school today?
Class: Yes, we are in school today.

Teacher: Are we in school today?
Class: Yes, we're in school today.

Teacher: We come to school on Mondays, Tuesdays, Wednesdays, Thursdays, and Fridays.
Class: We come to school on Mondays, Tuesdays, Wednesdays, Thursdays, and Fridays.

Teacher: What days of the week do we come to school?
Class: We come to school on Mondays, Tuesdays, Wednesdays, Thursdays, and Fridays.

Teacher: (Pointing to the appropriate square of the calendar) This is Monday.
Class: It is Monday.

Teacher: Today is Monday.
Class: Today is Monday.

Review: Review the actions and drills for "stand up" and "sit down."

Tuesday:

Opening pattern: I am Sandra. My father is Mr. Castro.

Review: Days of week, today

Teacher: I can say the days of the week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.
Class: We can say the days of the week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.

Teacher: Today is Tuesday.
Class: Today is Tuesday.

New vocabulary: Yesterday, was, went, did, came

Teacher: Sandra, go to the door.
Class: Sandra is going to the door.

After Sandra arrives at the door:
Teacher: Sandra went to the door.
Class: Sandra went to the door.
Sandra: I went to the door.

Teacher: What did Sandra do?
Class: Sandra went to the door.

Teacher: What did Sandra do?
Class: She went to the door.

Teacher: Sandra, what did you do?
Sandra: I went to the door.

Drill on this pattern, letting pupils go to the blackboard, the table, and the desk.

Teacher: Today is Tuesday.
Class: Today is Tuesday.

Teacher: Yesterday was Monday. (If you need it, yesterday is "ayer")
Class: Yesterday was Monday.

Teacher: I came to school yesterday.
Class: We came to school yesterday.

Teacher: Did I come to school yesterday?
Class: Yes, you came to school yesterday.

Review game: Who has the Button? (See page 2 of Seventh Week Lesson Plans for directions.)

Wednesday:

Opening pattern: I am Sandra. My mother is Mrs. Castro.

Review: this, that, arm, hand, foot, and leg.

Teacher: This is my arm. (Indicates her own arm)
Class: (With hand on own arm) This is my arm.

Employ appropriate gestures to emphasize the meanings of this and that.

Teacher: This is my arm and that is Sandra's arm.
Class: This is my arm and that is Sandra's arm.

Teacher: This is my arm and that is her arm.
Class: This is my arm and that is her arm.

Repeat these patterns, substituting hand, foot, and leg.

New vocabulary: these, those, feet, wrote, gave.

Hold up both hands.

Teacher: These are my hands.
Class: (Indicating own two hands) These are my hands.

Teacher: These are my feet.
Class: (Indicating own feet) These are my feet.

Teacher: These are my hands and those are Sandra's hands.
Class: (With appropriate gestures) These are my hands and those are Sandra's hands.

Teacher: These are my feet and those are Manuel's feet.
Class: These are my feet and those are Manuel's feet.

Teacher: These are my hands and those are your hands.
Class: (With appropriate gestures) These are my hands and those are your hands.

Place four pencils on one table and four on a table some distance away.

Teacher: These are pencils and those are pencils.

Call several pupils to your side and have them indicate first the near group of pencils and then the distant group.

Teacher: These are pencils and those are pencils.

Drill on this pattern substituting books, pins, and papers. Vary the numbers of items used so that the concept of "more than one" is established.

Teacher: (Giving a book to Sandra) I am giving a book to Sandra.
Class: You are giving a book to Sandra.

Teacher: What am I doing ?
Class: You are giving a book to Sandra.

After the book has been given to Sandra:
Teacher: I gave a book to Sandra.
Class: You gave a book to Sandra.

Teacher: What did I do ?
Class: You gave a book to Sandra.

Teacher: What did I give to Sandra ?
Class: You gave a book to Sandra.

Teacher: What did I give Sandra ?
Class: You gave her a book.

Drill on this pattern, substituting a crayon, two pencils, and other known objects. These models are basic and provide training in the placement of indirect objects and also provide opportunities for review of objects learned in previous lessons.

Review game: If time permits, play "What Do I Have?"

For this game, place about ten small, known items in a box. Let the pupils say the name of each item as you put it in the box. Sandra holds the box out of sight as she selects one item which she hides behind her.

Class: What do you have?
Sandra: Manuel, what do I have?

Manuel: Do you have the penny?
Sandra: No, I do not have the penny.

If the pupil guesses the correct item, that pupil gets his turn to take an item from the box. If two successive pupils fail to guess correctly, Sandra tells the class what she has behind her and chooses someone to be the next "IT"

Notes for the Ninth Week of Teaching Pre-School English Classes

General Note:

You will receive a paper figure of a boy to be used whenever the lesson plans for this week call for the placement of Manuel in one of the rooms of the house. If you prefer to use a picture from a magazine or elsewhere, that is fine. I am sending this picture just as a convenience.

Monday

Opening pattern: The first child gives the following pattern and turns to the next child to continue the chain of responses, each pupil reciting in rotation.

Sandra: I am here, and Manuel is here, too. (She indicates Manuel)
Manuel: Yes, I'm here, and Rosa is here, too.
Rosa: Yes, I am here, and Jose is here, too.

Review: drink of water

Teacher: I want a drink of water.
Class: You want a drink of water.

Teacher: (Taking a drink of water) I am getting a drink of water.
Class: You are getting a drink of water.

Teacher: What am I doing
Class: You are getting a drink of water.

Teacher: Sandra, get a drink of water.
Teacher: Sandra is getting a drink of water.
Class: Sandra is getting drink of water.

Drill on this pattern, substituting other names for Sandra.

New Vocabulary: may, please, got

Teacher: May I get a drink of water, please?
Class: Yes, you may get a drink of water.

Sandra: May I get a drink of water, please?
Teacher: Yes, you may get a drink of water.
Class: Yes, you may get a drink of water.

Include appropriate action.

Manuel: May I get a drink of water, please?
Teacher: Yes, you may get a drink of water.
Class: Manuel may get a drink of water.

Manuel goes to the fountain and start to drink.
Teacher: Manuel is getting a drink of water.

Teacher: Manuel got a drink of water.
Class: Manuel got a drink of water.

Teacher: What did Manuel do?
Class: Manuel got a drink of water.

Teacher: Manuel got a drink.
Class: Manuel got a drink.

Review: living room, bedroom, kitchen

On the flannelboard, point to the living room.
Teacher: This is the living room of Sandra's house.
Class: That is the living room.

Teacher: This is Sandra's living room.
Class: That is Sandra's living room.

Teacher: What room is this. (She points)
Class: That is the living room.

Teacher: Sandra sits in the living room.
Class: Sandra sits in the living room.

Teacher: Sandra reads in the living room.
Class: She reads in the living room.

Teacher: What does Sandra do in the living room?
Class: She sits and reads in the living room.

Drill on this pattern. You may substitute talks for read.

Teacher: Sandra and her family talk in the living room.
Class: Sandra and her family talk in the living room.

Teacher: They sit and talk in the living room.
Class: They sit and talk in the living room.

Teacher points to the felt cut-out bed in the bedroom.
Teacher: The bed is in the bedroom.
Class: The bed is in the bedroom.

Teacher: Where is the bed?
Class: The bed is in the bedroom.

Teacher: Where is the bed?
Class: The bed is in the bedroom.

Teacher: Sandra sleeps in her bed.
Class: Sandra sleeps in her bed.

Teacher: Manuel, where do you sleep?
Manuel: I sleep in my bed.

Class: Manuel sleeps in his bed.

This pattern provides an opportunity to review his for boys and her in relationship to girls.

Teacher: Rosa, where do you sleep?
Rosa: I sleep in my bed.
Class: She sleeps in her bed.

Teacher points to the kitchen.

Teacher: The stove is in the kitchen.
Class: The stove is in the kitchen.

Teacher: Where is the stove?
Class: The stove is in the kitchen.

Teacher: Sandra's mother cooks on the stove.
Class: Sandra's mother cooks on the stove.

Teacher: Who cooks on the stove?
Class: Sandra's mother cooks on the stove.

Teacher: Sandra's mother is Mrs. Castro.
Class: Sandra's mother is Mrs. Castro.

Teacher: Who cooks on the stove.
Class: Mrs. Castro cooks on the stove.

Play the review game of Who Is There?

"It" sits on a low chair with his back to the class, eyes closed. Sandra tip-toes to the desk and knocks on its top.

"It" Who is there?
Sandra: What is my name?

"It" Is your name Rosa?
Sandra: No, my name is not Rosa.

"It": Is your name Carmen?
Sandra: No, my name is not Carmen? It is Sandra.

Sandra takes the place of "It". After her eyes are closed, the former "It" selects a child to knock on the desk. The selection must be made quietly. to keep the identity a secret.

Tuesday

8:20 a.m. Opening pattern for the roll call: (accept the full form or the contractions)

Teacher: Is Sandra her?
Sandra: Yes, I am here.
Class: Yes, she's here.

Teacher: Is Manuel here?
Manuel: Yes, I'm here.
Class: Manuel is here.

Teacher: Is Rosa here?
Class: No, she is not here.

Review: Yesterday, came.
Teacher: I was here yesterday.
Class: I was here yesterday.

Teacher: Sandra, were you here yesterday?
Sandra: Yes, I was here yesterday.
Class: She was here yesterday.

Teacher: Was Manuel here yesterday?
Class: No, he was not here yesterday.

Substitute the names of other pupils. Address some of them directly for individual responses.

Teacher: I came to school yesterday.
Class: I came to school yesterday.

Teacher: Sandra, did you come to school yesterday?
Sandra: I came to school yesterday.

Teacher: Manuel, did you come to school yesterday?
Class: Manuel, did you come to school yesterday?
Manuel: Yes, I came to school yesterday.

Let pupils ask each other this question and give individual responses.
Manuel: Rosa, did you come to school yesterday?
Rosa: Yes, I came to school yesterday.
Class: She came to school yesterday.

Patternsusing come and came will need frequent review in order to develop the automatic use of come in past tense sentenses.

New Vocabulary: now, but

Cut out the figure of a boy from a magazine for use on the flannel-board. Place the figure in the living room of the felt house.

Teach-er: Manuel is in the living room.
Class: Manuel is in the living room.

Teacher: Manuel is in the living room.
Class: He is in the living room.

Teacher: Manuel is in the living room.
Class: His' in the living room.

Teacher: Where is Manuel?
Class: He's in the living room.

Place the figure in the bedroom.
Teacher: Manuel is in the bedroom.
Class: He is in the bedroom.

Teacher: Manuel is not in the living room now.
Class: Manuel is not in the living room now.

Teacher: Manuel was in the living room.
Class: Manuel was in the living room.

Teacher: Is Manuel in the living room now?
Class: No, Manuel is not in the living room now.

Teacher: Manuel was in the living room, but he is not in the living room now.
Class: Manuel was in the living room, but he is not in the living room now.

Indicate Sandra, who is seated.
Teacher: Sandra is in her seat.
Class: Sandra is in her seat.

Teacher: Where is Sandra?
Class: She is in her seat.

Guide Sandra to another part of the room, where she will remain standing.
Teacher: Sandra is not in her seat now.
Class: Sandra is not in her seat now.

Teacher: Sandra was in her seat.
Class: Sandra was in her seat.

Teacher: Sandra was in her seat, but she is not in her seat now.
Class: Sandra was in her seat, but she is not in her seat now.

Teacher: Is Sandra in her seat?
Class: No, she was in her seat, but she is not in her seat now.

Repeat this pattern substituting in the room for in her seat.

Review Game: Who has the Button?

Sandra closes her eyes. "It" passes among the pupils, pretending to drop the button into each pair of outstretched hands. He conceals the identity of the person who received the button. Sandra opens her eyes.

"It": Who has the button?
Class: Who has the button?
Sandra: Manuel, do you have the button?

Manuel: No, I do not have the button.
Class: Manuel does not have the button.

Sandra: Rosa, do you have the button?
Rosa: No, I don't have the button.
Class: Rosa does not have the button.

When the pupil who has the button is named, he becomes the guesser, and Sandra hides the button. If "It" does not guess correctly, after two or three guesses, give the correct answer so that the tempo of the game is fast enough to hold interest.

Wednesday

Opening Pattern:
Sandra: My father's name is Mr. Castro. (Turns to Manuel) What is your father's name?
Manuel: My father's name is Mr. Sanchez. (Turns to Rosa) What is your father's name?

Review: bedroom, now, sleep.

Place the figure of Manuel in the bedroom of the felt house.
Teacher: Manuel is in the bedroom.
Class: Manuel is in the bedroom.

Teacher: Manuel is in his bedroom.
Class: He is in his bedroom.

Teacher, pointing to the bed: This is Manuel's bed.
Class: It is Manuel's bed.

Teacher: Manuel Sleeps in his bed.
Class: Manuel sheeps in his bed.

Teacher: Manuel is not in his bed now.
Class: He is not in his bed now.

Teacher: Manuel sleeps in his bed, but he is not sleeping now.
Class: Manuel sleeps in his bed, but he is not sleeping now.

Place the figure in the kitchen.
Teacher: Manuel is in the kitchen.
Class: Manuel is in the kitchen.

Teacher: Manuel was in his bedroom, but he is in the kitchen now.
Class: Manuel was in his bedroom, but he is in the kitchen now.

Teacher: Maneul's mother cooks in the kitchen.
Class: Manuel's mother cooks in the kitchen.

Teacher: Mrs. Sanchez cooks in the kitchen.
Class: Mrs. Sanchez cooks in the kitchen.

Teacher: What does Mrs. Sanchez do in the kitchen?
Class: Mrs. Sanchez cooks in the kitchen.

Teacher: Sandra, what does your mother do in the kitchen?
Class: Sandra, what does your mother do in the kitchen?
Sandra: My mother cooks in the kitchen.
Class: She cooks in the kitchen.

Teacher: What does you mother do in the kitchen, Sandra?
Sandra: She cooks in the kitchen.

Teacher: This is a stove.
Class: It is a stove.

Teacher: Mrs. Sanchez cooks on the stove.
Class: She cooks on the stove.

Teacher: Rosa, where does your mother cook?
Class Where does your mother cook?
Rosa: She cooks in the kitchen. She cooks on the stove.

Place the figure of Manuel back in the bedroom.
Teacher: Manuel was in the kitchen, but he is not there now.
Class: He was in the kitchen, but he is not there now.

Teacher: Manuel was in the kitchen, but he is in the bedroom now.
Class: Manuel was in the kitchen, but he is in the bedroom now.

Review of Pronouns:

Teacher guides one child at a time to stand.
Teacher: Who is she?
Class: She is Sandra.

Teacher: Who is he?
Class: He is Manuel.
Teacher: Who are you?
Manuel: I am Manuel.

Teacher: Who is she?
Class: She is Rosa.
Teacher: Who are you?
Rosa: I'm Rosa.

Thursday

Opening Pattern:

Sandra: My mother is Mrs. Castro. (Turns to Manuel) What is your mother's name?
Manuel: My mother is Mrs. Sanchez. (Turns to Rosa) What is your mother's name?

Review: living room, bedroom, kitchen, yesterday
Drill on the patterns associated with these rooms.

Teacher: Yesterday Manuel was in the bedroom.
Class: He was in the bedroom.

Teacher: Yesterday Manuel was in the kitchen.
Class: Yesterday he was in teh kitchen.

New Vocabulary: bathroom, brush, comb, hair

As the teacher places the figure of Manuel in the bathroom, she says:
Teacher: Today I am putting Manuel in the bathroom.
Class: You are putting Manuel in the bathroom.

Teacher: Manuel is in the bathroom now.
Class: He is in the bathroom now.

Teacher: Yesterday Manuel was in the kitchen, but he is in the bathroom now.
Class: Yesterday he was in the kitchen, but he is in the bathroom now.

Teacher: Where is Manuel?
Class: He's in the bathroom.

Teacher: Manuel can wash his face in the bathroom.
Class: He can wash his face in the bathroom.

Teacher: Manuel can brush his teeth in the bathroom.
Class: Manuel can brush his teeth in the bathroom.

Teacher: Manuel brushes his teeth in the bathroom.
Class: He brushes his teeth in the bathroom.

Teacher: Manuel can comb his hair in the bathroom.
Class: He can comb his hair in the bathroom.

Teacher: This morning I combed my hair.
Class: This morning I combed my hair.

Teacher: Where did you comb your hair?
Class: I combed my hair in the bathroom.

Repeat this pattern for: Where did you brush your teeth this morning?

Teacher: Manuel can wash his hands in the bathroom.
Class: He can wash his hands in the bathroom.

Teacher: Where did Manuel wash his hands this morning?
Class: He washed his hands in the bathroom.

Teacher: Where did Sandra wash her hands?
Class: She washed her hands in the bathroom.

Primary grades and lower intermediate grades pupils may be taught the following, to the tune of *Here We Go Round the Mulberry Bush:*

This is the way we wash our hands, we wash our hands, we wash our hands.
This is the way we wash our hands, so early in the morning.

This is the way we brush our teeth, we brush our teeth, we brush our teeth.
This is the way we brush our teeth, so early in the morning.

This is the way we comb our hair, we comb our hair, we comb our hair.
This is the way we comb our hair, so early in the morning.

Appropriate actions accompany the words of the song. Other parts of the body may be substituted.

Friday

Opening Pattern:

Sandra: My name is Sandra Castro. I am here today.
Manuel: My name is Manuel Sanchez. I am here today.
Rosa: My name is Rosa Perez. I'm here today.

Review: living room, bedroom, kitchen, bathroom

Review patterns associated with these rooms.

New Vocabulary: sang, song

Teacher: We can sing *This is the way we wash our hands.*
Class: We can sing "This is the way we wash our hands."

Sing the whole song, employing suitable actions.

Teacher: We sang "This is the way we wash our hands."
Class: We sang "This is the way we wash our hands."

Teacher: "This is the way we wash our hands" is a song.
Class: It is a song.

Teacher: We sang the song.
Class: We sang the song.

Teacher: We can sing "Ten Little Pencils."
Class: We can sing "Ten Little Pencils."

Teacher: Sign this song: One little, two little, three little, pencils, four little, five little, six little pencils, seven little, eight little, nine little, ten little pencils, see.
Class: To the tune of "Ten Little Indians", they sing the above words.

Teacher: We sang the song.
Class: We sang the song.

Review: please, action verbs, on, under, he, she, his, her.

Teacher: Manuel, please go to the blackboard.
Class: Please go to the blackboard.

Manuel toes to the blackboard.
Teacher: Manuel went to the blackboard.
Class: He went to the blackboard.

Teacher: Sandra, please walk to the door.
Class: Please walk to the door.

As she walks,
Teacher: Sandra is walking to the door.
Class: She is walking to the door.
Sandra: I'm walking to the door.

After she arrives:
Teacher: Sandra walked to the door.
Class: She walked to the door.
Sandra: I walked to the door.

Teacher: Rosa, please put the paper under the book.
Class: Please put the paper under the book.

Teacher: Rosa, put the paper under the book.
Class: She put the paper under the book.

Repeat these patterns usbstituting other known action words and prepositions.

Teacher: Jose, please write your name.
Class: Please write your name.

Teacher: Jose wrote his name.
Class: He wrote his name.

Teacher: What did Jose do?
Class: He wrote his name.

Repeat to give practice in the correct usage of his and her.

Notes for the Tenth Week of Teaching Pre-School English

Monday:

Opening Pattern: My name is Sandra Castro. What is your name?

Review: bedroom, sleep, on

Show the class the picture of Sandra getting out of bed. The picture is in the envelope sent each teacher last week.

Teacher: Sandra is in her bedroom.
Class: She is in her bedroom.

Teacher: Where is Sandra?
Class: She is in her bedroom.

Teacher: Sandra sleeps in her bed.
Class: She sleeps in her bed.

Teacher: Sandra is not sleeping now.
Class: Sandra is not sleeping now.

Teacher: Sandra was sleeping, but she is not sleeping now.
Class: Sandra was sleeping, but she is not sleeping now.

New vocabulary: out of, getting up

Teacher: Sandra is getting out of her bed.
Class: Sandra is getting out of her bed.

Teacher: Sandra is getting out of bed.
Class: She is getting out of bed.

Teacher: Sandra is getting up.
Class: She is getting up.

Teacher: What is Sandra doing?
Class: She is getting up.

Teacher: Sandra is getting out of bed. She is getting up.
Class: Sandra is getting out of bed. She is getting up.

Show the class the picture of the lamp. Using the familiar patterns for teaching names of objects, teach "lamp."

Place the flannelboard house where all can see it. Punch out the felt table and the lamp.

Teacher: This is a lamp.
Class: It is a lamp.

Review: bedroom, bed, table, and lamp as you put these objects in the bedroom.

Teacher: The lamp is on the table.
Class: The lamp is on the table.

Teacher: Where is the lamp?
Class: It is on the table.

From the Instructo set, show the pupils the clocks. Teach clock. Place the alarm clock on the table in the bedroom. Review the above patterns, substituting clock for lamp.

Show the class the picture again. Then put it away and ask them to remember what it showed.

Teacher: In the picture, Sandra was getting up.
Class: In the picture, Sandra was getting up.

Teacher: What was Sandra doing?
Class: Sandra was getting up.

Teacher: What was Sandra doing?
Class: She was getting up.

Teacher: The lamp was on the table.
Class: The lamp was on the table.

Teacher: Where was the lamp?
Class: It was on the table.

Teacher: The clock was on the table.
Class: The clock was on the table.

Teacher: Where was the clock?
Class: It was on the table.

Teacher: The lamp and clock were on the table.
Class: The lamp and clock were on the table.

Teacher: What was on the table?
Class: The lamp and clock were on the table.

Return the picture to view. If time and interest permit, repeat these patterns in the present tense.

For a change of pace, let pupils bounce the ball as the others count.

Tuesday:

Opening pattern:
Sandra: My father's name is Mr. Castro. What is your father's name?
Manuel: My father's name is Mr. Sanchez. What is your father's name?

Review: out of, colors, one, two, three, take, took

Show the class a box of crayons. As you remove the red crayon, say:
Teacher: I am taking the red crayon out of the box.
Class: You are taking the red crayon out of the box.

Teacher: I'm taking the red crayon out of the box.
Class: You're taking the red crayon out of the box.

Teacher: What am I doing?
Class: You're taking the red crayon out of the box.

Repeat the action. After it is completed, say:
Teacher: I took the red crayon out of the box.
Class: You took the red crayon out of the box.

Teacher: What did I do?
Class: You took the red crayon out of the box.

The above patterns may be used, substituting other colors for the red crayon.

Show the pupils a box of pencils.
Teacher: I am taking a pencil out of the box.
Class: You are taking a pencil out of the box.

Teacher: What am I doing?
Class: You are taking a pencil out of the box.

Teacher: I took a pencil out of the box.
Class: You took a pencil out of the box.

Teacher: What did I do?
Class: You took a pencil out of the box.

Teacher: How many pencils did I take out of the box?
Class: You took one pencil out of the box.

Drill on the above patterns, taking out two and three pencils.

Guide Sandra in the act of going out of the room. As she passes through the door,
Teacher: Sandra is going out of the room.
Class: Sandra is going out of the room.

Teacher: What is Sandra doing?
Class: She is going out of the room.

After Sandra is outside,
Teacher: Sandra went out of the room.
Class: She went out of the room.

Teacher: What did Sandra do?
Class: She went out of the room.

After Sandra returns,
Teacher: Sandra you went out of the room.
Class: You went out of the room.

Teacher: Sandra, what did you do?
Sandra: I went out of the room.

Show the class the picture of Sandra getting out of bed.
Teacher: Sandra is getting out of bed.
Class: Sandra is getting out of bed.

Refer again to the picture.
Teacher: She is getting up.
Class: She is getting up.

New vocabulary: eat, breakfast, ate

Place the felt figure of Mother in the flannelboard kitchen.
Teacher: Mother is in the kitchen.
Class: Mother is in the kitchen.

Teacher: Mother cooks in the kitchen.
Class: She cooks in the kitchen.

Teacher: Sandra eats in the kitchen.
Class: Sandra eats in the kitchen.

Teacher: (Holding up the picture of Sandra eating in the kitchen) See Sandra eat. Sandra is eating in the kitchen.

Class: Sandra is eating in the kitchen.

Repeat this pattern, substituting Mother, Father, and Manuel for Sandra.

Show the class the picture again. Then put it away.
Teacher: In the picture, Sandra was eating in the kitchen.
Class: She was eating.

Teacher: What was Sandra doing?
Class: She was eating.

Teacher: Where was she eating?
Class: She was eating in the kitchen.

Point to Sandra in the picture.
Teacher: Sandra is eating her breakfast.
Class: Sandra is eating her breakfast.

Teacher: Sandra is eating breakfast.
Class: Sandra is eating breakfast.

Teacher: Sandra is eating breakfast in the kitchen.
Class: Sandra is eating breakfast in the kitchen.

Teacher: Sandra is eating breakfast in the kitchen.
Class: She is eating breakfast in the kitchen.

Teacher: Where is Sandra eating breakfast?
Class: She is eating breakfast in the kitchen.

Have the pupils look carefully at the picture. After it is out of sight:
Teacher: Sandra ate breakfast in the kitchen.
Class: Sandra ate breakfast in the kitchen.

Teacher: What did Sandra do?
Class: She ate breakfast.

Teacher: Where did she eat breakfast?
Class: She ate breakfast in the kitchen.

Teacher: This morning I ate breakfast.
Class: This morning I ate breakfast.

Teacher: I ate breakfast in the kitchen.
Class: You ate breakfast in the kitchen.

Teacher: Where did I eat breakfast?
Class: You ate breakfast in the kitchen.

Teacher: Sandra, did you eat breakfast?
Class: Sandra, did you eat breakfast?
Sandra: Yes, I ate breakfast.
Class: She ate breakfast.

Teacher: Manuel, did you eat breakfast this morning?
Manuel: Yes, I ate breakfast this morning.

Teacher: Sandra, did you eat breakfast in the kitchen?
Class: Did you eat breakfast in the kitchen?
Sandra: Yes, I ate breakfast in the kitchen.

Review Song: To the tune of Here We Go Round the Mulberry Bush:

This is the way we wash our hands, we wash our hands, we wash our hands; This is the way we wash our hands, so early in the morning.

This is the way we comb our hair, we come our hair, we comb our hair; this is the way we comb our hair, so early in the morning.

This is the way we eat breakfast, we eat breakfast, we eat breakfast, This is the way we eat breakfast, so early in the morning.

Wednesday:

Opening pattern:

Sandra: My name is Sandra. I have a sister. Do you have a sister?
Manuel: My name is Manuel. I do not have a sister. Do you have a sister?
Rosa: My name is Rosa. I don't have a sister.

Review: sister, brother, Mother, Father, family, this and that.

Place the felt figure of Sandra on your flannelboard. Place the boy beside her.
Teacher: This is Sandra, and this is her brother.
Class: She is Sandra, and he is her brother. (Remove the brother)

Repeat this pattern for Sandra and her mother. Then repeat the pattern for Sandra and her father.

Place all figures on the flannelboard.
Teacher: This is Sandra's family.
Class: That is Sandra's family.

Teacher: See Sandra's family. (Point) Her mother, her father, her sister and her brother.
Class: That is Sandra's family; her mother, her father, her sister, and her brother.

Repeat these patterns, as follows: (Remove all figures except Manuel)
Teacher: This is Manuel.
Class: He is Manuel.

Teacher: This is Manuel, and this is his sister.
Class: He is Manuel, and she is his sister. (Remove the sister)

Teacher: This is Manuel, and this is his mother.
Class: He is Manuel, and she is his mother. (Remove the mother)

Teacher: This is Manuel, and this is his father.
Class: He is Manuel, and he is his father.

Place all figures on the flannelboard.
Teacher: This is Manuel's family.
Class: That is Manuel's family.

Remove all figures except the father.
Teacher: This is Sandra's father. His name is Mr. Castro.
Class: His name is Mr. Castro.

Teacher: Who is this?
Class: He is Mr. Castro.

Teacher: This is Sandra's mother. Her name is Mrs. Castro. (Place mother on board)
Class: Her name is Mrs. Castro.

New vocabulary: Baby

Show the class the felt cut-out of the baby.
Teacher: This is Mrs. Castro's baby.
Class: It is her baby.

Place the baby in the living room on the Instructo house.
Teacher: The baby is in the living room.
Class: The baby is in the living room.

Teacher: Where is the baby?
Class: The baby is in the living room.

Remove the baby.
Teacher: The baby was in the living room.
Class: The baby was in the living room.

Teacher: The baby was in the living room, but she is in the bedroom now. (Place the baby in the bedroom)
Class: The baby was in the living room, but she is in the bedroom now.

Teacher: Where is the baby?
Class: The baby is in the bedroom.

The above patterns will serve for review of other members of the family.

Let pupils take turns choosing and performing the actions of known verbs.
Sandra walks slowly toward the door.
Sandra: What am I doing, Manuel?
Manuel: You are walking to the door.
Class: You are walking to the door.

Teacher: What did Sandra do?
Class: She walked to the door.

Now it is Manuel's turn. He may choose to read a book.
Manuel: What am I doing, Rosa?
Rosa: You are reading a book.
Class: You are reading a book.

Teacher: What did Manuel do?
Class: He read a book.

Substitute writing his name, going out of the room, and other actions within the vocabulary range of your pupils.

Thursday:
Opening Pattern: My mother and father are Mr. and Mrs. Castro.

Who are your mother and father?

Review vocabulary: mother, father, family, breakfast, eat, kitchen

Show the class Picture #3, the family eating breakfast.

Drill on appropriate patterns.

Teacher: The family is eating breakfast in the kitchen.
Class: They are eating breakfast in the kitchen.

New vocabulary: at, home

Teacher: Sandra is sitting in her chair.
Class: She is sitting in her chair.

Refer again to the family at the table, and substitute father and sister in the above pattern.

Teacher: The family is sitting at the table.
Class: The family is sitting at the table.

Teacher: Sandra is sitting at the table.
Class: She is sitting at the table.

Teacher: Sandra is sitting in her chair at the table.
Class: Sandra is sitting in her chair at the table.

Teacher: Where is Sandra sitting?
Class: Sandra is sitting in her chair at the table.

Teacher: Where is Sandra sitting?
Class: She is sitting in her chair at the table.

Teacher: Father is sitting in his chair at the table.
Class: Father is sitting in his chair at the table.

Teacher: Where is Father sitting?
Class: He is sitting in his chair at the table.

Drill on these patterns, substituting Manuel, Mother and the family.

Teacher: Where is Father?
Class: He is at the table.

Teacher: Where is Mother?
Class: She is at the table.

Repeat this pattern for Sandra, sister, and Manuel.

Teacher: Today, we are at school.
Class: Today, we are at school.

Teacher: Sandra is at school today.
Class: Sandra is at school today.
Sandra: I am at school today.

Teacher: Where is Sandra today?
Class: She is at school today.
Sandra: I am at school today.

Place the figure of Mother in the living room.
Teacher: Mother is at home.
Class: Mother is at home.

Substitute other family members. Drill on the phrase, "at home", making clear that we use it in preference to "in the house."

Teacher: Where is Mother?
Class: She is at home.

Teacher: Sandra, where is your mother?
Sandra: She is at home.
Class: Sandra's mother is at home.

Teacher: Manuel, is your mother at home
Manuel: No, my mother is not at home.
Class: Manuel's mother is not at home.

Teacher: Rosa, is your mother at home?
Rosa: Yes, my mother is at home.
Class: Rosa's mother is at home.

Review Game: Who is there?
Sandra stands with her back to the class and eyes closed. Manuel tiptoes to the desk near her and knocks.
Sandra: Who is there?
Class: Who is there?
Sandra: Is your name Jose?
Class: No, it is not Jose.

Sandra: Who is there?
Class: Who is there?
Sandra: Is it Maria?
Class: No, it is not Maria.

Sandra is allowed only two incorrect guesses. Then the one who knocked on the desk becomes "It." If she guesses correctly, she is allowed two additional turns.

Friday:

Opening Pattern: My name is Sandra Castro. I am at school today.
(Each pupil gives this response.)

Review: Days of the week, at home.

Teacher: Yesterday, I was at school.
Class: Yesterday, I was at school.

Teacher: Yesterday was Thursday.
Class: Yesterday was Thursday.

Review "at home" in these patterns:
Saturday I was at home.
Mother is at home today.
I sleep at home.
Sunday I was at home.

New vocabulary: doctor, nurse

Place the doctor figure from the Instructo Kit on the flannelboard.

Teacher: This is a doctor.
Class: He is a doctor.

Teacher: This is a doctor.
Class: That is a doctor.

Teacher: This is Dr. Brown.
Class: He's Dr. Brown.

Teacher: Who is this?
Class: He's Dr. Brown.

Teacher: What is he?
Class: He is a doctor.

Teacher: What is he?
Class: He's a doctor.

Place the nurse figure from the Instructo Kit on the flannelboard.

Teacher: She is a nurse.
Class: She is a nurse.

Teacher: What is she?
Class: She is a nurse.

Teacher: What is she?
Class: She's a nurse.

Teacher: Her name is Mrs. Mains.
Class: Her name is Mrs. Mains.

Teacher: What is her name?
Class: Her name's Mrs. Mains.

Teacher, indicating the nurse: What is she?
Class: She's a nurse.

Teacher: Who is she?
Class: She's Mrs. Mains.

Teacher, indicating the doctor: What is he?
Class: He's a doctor.

Teacher: Who is he?
Class: He is Dr. Brown.

Review Vocabulary:

Place a ball under a chair.
Teacher: The ball is under the chair.
Class: The ball is under the chair.

Place a box under the table.

Teacher: The box is under the table.
Class: The box is under the table.

Drill on this pattern, substituting a pencil, a crayon, chalk, and a book.

Place a paper under a book.
Teacher: The paper is under the book.
Class: The paper is under the book.

Teacher: Where is the paper?
Class: It is under the book.

Place an eraser under the book.
Teacher: The eraser is under the book.
Class: It is under the book.

Teacher: Where is the eraser?
Class: It's under the book.

Drill with other known items.

Review Game:

Play a game by hiding the box in your big desk drawer while you put the pencil either in the drawer or in the box.

Teacher: Is the pencil in the box, Sandra?
Sandra: Yes, the pencil is in the box.
Teacher: (Tipping box to let pupils see the pencil) Yes, it is in the box.

Teacher: (After putting pencil in drawer instead of in the box) Is the pencil in the box, Manuel?
Manuel: Yes, the pencil is in the box.

Teacher: (Tipping box so that class can see the inside) No, the pencil is not in the box.
Class: The pencil is not in the box.

Play this game for a short time to vary the drill routine.

Teacher: What color is the pencil?
Class: The pencil is yellow.

Repeat for other yellow items.

Teacher: What color is the pencil?
Class: It is yellow.

Take the last few minutes to re-enforce patterns pupils enjoy.

Notes for the Eleventh Week of Teaching Pre-School English Classes

General Notes:

Since the pupils have had a two week vacation during which they probably spoke only Spanish, this week should include much review and drill.

In accordance with our decision at the Calexico meeting of Teachers of English as a Second Language, I am suggesting the patterns to be presented but am not amplifying them to include all expected drill forms. Please adapt the full question and response directions of previous lessons to the suggested new patterns being watchful not to exceed the vocabulary limits of your class.

To assure continued growth in confidence, you might be sure that you are repeating each question to be sure it is understood before asking a pupil for an answer to it and that no pupil is expected to answer except with a response that he has already been taught.

In reviewing some of the material from previous lessons, you may give pupils more opportunities to respond by grouping all boys together and having them drill on the responses assigned to Manuel. In the same way, all the girls may respond as Sandra.

Please insist on daily attendance in your class. Send your daily attendance folder to your principal so that he may check for unexcused absences. Thank you.

Monday:

Opening Pattern: My name is Sandra Castro. What is your name?
(By now this pattern should be fairly automatic with most of the pupils; hence it will give them security in their return to classes.)

Review: Count to twenty.

Provide help by demonstrating that each syllable of such numbers as thirteen receives equal stress.

Teacher: Count these books. (Provide six books)
Teacher: I have six books.
Class: You have six books.

Teacher: How many books do I have?
Class: You have six books.

Repeat with pencils, pins, and other objects.

Review:

I am, I'm, and you are, you're
Teacher: I am a teacher.
Class: You are a teacher.

Teacher: I'm a teacher.
Class: You're a teacher.

Drill on these responses by asking questions as in previous lessons, i.e. What am I? and What is she?

New word: pupil

Teacher: (indicating Sandra) Sandra is a pupil.
Class: Sandra is a pupil.
Repeat with other pupils.
Substitute "she" and then "he"
Ask appropriate questions and encourage learned responses.

Teacher: What are you?
Sandra: I'm a pupil.

Teacher: Where are you a pupil?
Sandra: I'm a pupil at ________School.

Review: sister, brother, Mother, Father, family. Use Instructo felt figures and flannelboard.
Suggested patterns will be found on Page 7 of the Tenth Week Lesson plans.

Teacher: Sandra's mother is at home.
Drill to establish "at home" and not "in the house."

Tuesday:

Opening Pattern: My mother is at home. Is your mother at home?
(Is your mother at home will serve our purpose better than "Where is your mother?" as it will limit the responses to the learned vocabulary.)
Sandra: Yes, my mother is at home. (Turns to Manuel) Is your mother at home?
Manuel: No, my mother is not at home. (To next pupil) Is your mother at home?

Review: Days of the week.
In unison, recite the days of the week. Check on individual learnings.

Teacher: What day is today?
Class: Today is Monday.

Drill on the following patterns:

We come to school on Mondays. (Substitute other school days.)
We do not come to school on Saturdays. (Substitute Sundays.)

Teacher: Do we come to school on Mondays?
Class: Yes, we come to school on Mondays.

Teacher: Do we come to school on Saturdays?
Class: No, we do not come to school on Saturdays.
Repeat using the contraction "don't"

Substitute other days. Ask individual pupils:
Teacher: Sandra, do you come to school on Mondays?
Sandra: No, I don't come to school on Mondays.

Review: doctor, nurse
Place the Instructo figure of a doctor on the flannelboard.
Review patterns:
This is a doctor.
This is Dr. Brown.

Who is he?
He is Dr. Brown.

What is he?
He is a doctor.

Place the nurse figure on the flannelboard.
Review these patterns:
She is a nurse.
Her name is Mrs. Mains.

What is her name?
Her name is Mrs. Mains.

Who is she?
What is she?

Teacher: My mother is not a nurse.
Class: Your mother is not a nurse.

Teacher: Sandra's mother is not a nurse.
Sandra: My mother is not a nurse.

Teacher: Is my mother a nurse?
Class: No, your mother is not a nurse.

Repeat this pattern for other pupils.

Suggested patterns:

My father is not a doctor.
Is your father a doctor
He is not a doctor.
Is he a teacher? (Referring to doctor figure.)
No, he is not a teacher. He is a doctor.

Wednesday:

Opening Pattern: I'm a pupil at _______ School. Mrs. _________ is my teacher.

Review: red, yellow, green, blue, shirt, dress, shoes.

Suggested patterns:

Sandra's dress is red.
What color is Sandra's dress?
What color is her dress?
Sandra, what color is your dress?

Review the patterns for colors on pages 5 and 6 of Third Week Lesson Plans.

New activity: Let Sandra stand in front of the class and tell about her clothes.

Sandra: My name is Sandra Castro. My dress is blue. My sweater is white. My shoes are brown.

New vocabulary: Colors not previously learned. Brown, black, white, orange, pink.

Repeat the above activity with various pupils, introducing new colors as needed. Be sure to teach the new color before the pupil is asked to tell about his clothing.

Teacher: Manuel has black shoes.
Class: Manuel has black shoes.
Manuel: I have black shoes.

After any new color has thus been taught, the pupil summarizes the colors of his clothes.

Place the pictures from the Envelope for Pictures in a stack with the felt figures of the doctor and nurse. As you show each picture to the class, ask them:

Is he a doctor?
Is she a doctor?
Responses will be:
No, he is not. He is not a doctor.
Yes, he is. He is a doctor.

Repeat this procedure, asking
Is he a teacher?
Is he a pupil?
Is he a nurse?

Sing: Ten Little Pencils

Thursday:

Opening Pattern: I have a sister. My sister's name is Maria Castro.
What is your sister's name?

Response may be:
I don't have a sister. (Drill on "don't have" to prevent use of "no have.")

Review Vocabulary: on, under
Suggested review patterns:
The book is on the table.
Where is the book?
I live on Heber Street.
Where do you live?

Place a ball under a chair.
The ball is under the chair.
Is a box under the chair? No, a ball is under the chair.

Drill, as on Page 7, Sixth Week Lesson Plans, in the use of under.

New vocabulary: policeman
Use the felt cut-out figure of the policeman from your Instructo kit.
Introduce the word "policeman" in the following patterns:

This is a policeman.
He is a policeman.

Is he a policeman?
Yes, he is. He is a policeman.

Is he a doctor?
No, he is not. He is not a doctor

Is he a doctor?
No, he isn't. He isn't a doctor.

His name is Mr. Leon.
Is Mr. Leon a policeman?
Yes, he is. He is a policeman.

Is Mr. Leon a policeman?
Yes, he's a policeman.

What is the policeman's name?
His name is Mr. Leon.

Review Game: Who has the Button?

Friday:

Opening Pattern: I have a brother. His name is Carlos Castro. Do you have a brother?

Review vocabulary: Action words, walk, write, put, sit, stand up, read.

Teacher:	Sandra, write your name on the chalkboard. She is writing her name on the chalkboard.
Class:	She is writing her name on the chalkboard.

Teacher:	What is Sandra doing?
Class:	She is writing her name.

Repeat similar patterns, using the other action words. Check individual responses.

Show the class Picture #1 from your Envelope of English Class Pictures. It is a picture of a girl eating her breakfast.

Review these patterns:

This is Sandra.
She is Sandra.
She is eating.

What is Sandra doing?
Sandra is eating.

What is her name?
Her name is Sandra.

On the flannelboard house, review the rooms, the living room, bedroom, kitchen.

Sandra is in the kitchen.
Sandra is eating in the kitchen.
Sandra is eating breakfast in the kitchen.

What is Sandra doing?
Sandra is eating breakfast in the kitchen.

Show the pupils Picture #3. The family is eating breakfast in the kitchen in this picture. Mr. Castro is the father. This is an opportunity to review family members. Then adapt the above patterns to give practice in the responses.

This is Sandra.
This is her father.
He is her father.

This is her mother.
Her mother is Mrs. Castro.

This is her brother.
He is Manuel.
His name is Manuel.

What is Sandra's brother's name?
His name is Manuel.

What is Sandra's family doing?
They are eating.

They are eating breakfast.
They are eating breakfast in the kitchen.

Devise questions to include each member of the family and to repeat key phrases.

Review Game: If time permits, play "Who is There?"

Notes for the Twelth Week of Teaching Pre-School English Classes

Please stress punctuality and regular attendance with the pupils in your group. Please be sure to send your daily attendance list to the office to be checked against the attencance lists of the regular classrooms in which your pupils are enrolled. Your Principal will be glad to take action if a pupil is in attencance but did not report for his Pre-School English class. I feel that when a pupil first misses a class is the time to impress upon him the fact that it should not happen again.

You will receive a copy of Language Instruction Perspective and Prospectus, a bulletin of the California State Department of Education. In discussing the use of singing and games in the teaching of a language, it has this to say: "The amount of time spent in playing games and singing must be limited to the extent that they remain useful adjuncts to the principle language learning activities and do not usurp the position of the latter." "The necessary activities of language learning can themselves be unfused with the spirit of a game." Page 19.

It seems we can help most if we use the period for concentrated, purposeful practice of patterns the pupil will find useful. We must motivate and keep interest as high as possible. Varying our procedures and changing pace will help. It is important to keep in mind the desirability of limiting the presentation of vocabulary to patterns your group can master and make automatic.

Monday

Review: Pupil

Opening Pattern: I'm a pupil at ________ School. (To next pupil) Where are you a pupil?

Review: Numbers from one to twelve.
Count twelve objects.

On the blackboard, make groups of X's. Have four X's in one group, three in another, eight X's, and twelve, etc. Have the class tell the number of X's in each group.

Repeat the above grouping, varying the numbers in each group. Primary pupils would like you to draw stars or cookies in groups for them to count.

Have various pupils come to the blackboard and make draving of groups of from one to twelve balls.
Teacher: Sandra, please draw five balls on the blackboard.
While she is drawing them,
Teacher: What is Sandra doing?
Class: Sandra is drawing balls on the blackboard.

Teacher: Sandra, how many balls did you draw?
Sandra: I drew five balls.

Teacher: How many balls did Sandra draw?
Class: Sandra drew five balls.

Teacher: How many balls did Sandra draw?
Class: She drew five balls.

New Vocabulary: them

Teacher: Where did Sandra draw the balls?
Class: She drew the balls on the blackboard.

Teacher: (Indicating the balls) She drew them on the blackboard.
Class: She drew them on the blackboard.

Repeat the above patterns as various pupils are instructed to draw other groups of balls. Drill on the use of them.

Re-enforce the concept of them as follows:

Teacher: Sandra, put three pencils on the table. (As action is in progress) What is Sandra doing?
Class: She is putting three pencils on the table.

Teacher: Sandra put three pencils on the table.
Class: She put three pencils on the table.

Teacher: What did Sandra do?
Class: She put three pencils on the table.

Teacher: Where did she put the pencils?
Class: She put the pencils on the table.

Teacher: She put them (indicating the pencils) on the table.
Class: She put them on the table.

Teacher: Where did Sandra put the pencils?
Class: She put them on the table.

Drill on these patterns by having other pupils put varying numbers of known objects on the table.

Review: How old are you? How old is he (or she)?
Place Sandra and Manuel in front of the classroom.
Teacher: (To Sandra) How old are you?
Class: How old are you?

Sandra: I am six years old.
Class: How old are you?
Sandra: I'm six.

Teacher: Manuel, how old are you"
Class: How old are you?
Manuel: I'm eight.

Teacher: How old is Sandra?
Class: She's six.

Teacher: How old is Manuel?
Class: He's eight.

Teacher: Manuel, how old is Sandra?
Manuel: She's six.

Teacher: Sandra, how old is Manuel?
Sandra: He's six.

Teacher: Sandra, how old is Manuel?
Sandra: He's eight.

Drill, giving other pupils turns to be in front of the class.
Let individual pupils ask the questions.
Place the Instructo house on the flannelboard.

Teacher: Count the rooms in this house.
Class: One, two, three, four.

Teacher: This is the living room.
Class: This is the living room.

Teacher: What room is this?
Class: It is the living room.

Practice: It is the bedroom.
It is the kitchen.
Place the felt cut-out of Manuel in the living room.
Teacher: Where is Manuel?
Class: He is in the living room.

Drill by placing other family members in various rooms and asking appropriate questions.

Give individual pupils turns to place the figures and ask the question "Where is ________?"
Sandra: (Placing Manuel in the bedroom) Where is Manuel?
Class: His is in the bedroom.

Sandra: Jose, where is Manuel?
Jose: He's in the bedroom.

Jose takes the next turn to select one of the figures, place it in the room of his choice, and ask the questions.

Tuesday

Opening Pattern: My mother is(is not) at home. Is your mother at home? or, no, she isn't. (To next child) Is your mother at home?

Review:
Teacher: Sandra is six years old.
Class: She's six.

Teacher: Is Sandra six years old?
Class: Yes, she's six.

Teacher: Is Sandra ten?
Class: No, she isn't.

Teacher: Sandra, are you ten?
Sandra: No, I'm not.

Have all pupils who are six years old (or an age common in you class) stand up.
Teacher: Are you six years old?
Remainder of the class: Are you six years old?
Six Year Olds: Yes, I'm six.
Class: Are you six?
Six Year Olds: Yes, I'm six.

Class: Are you eight?
Six Year Olds: No, I'm six.

Class: Are you ten?
Six Year Olds: No, I'm six.

Select another age group for this practice.

Have individual pupils ask each other the questions. Help them with affirmative and negative responses.

Place the Instructo house before the class.

Review the names of the living room, bedroom, kitchen, and bathroom.

Place the felt cut-out figure of Sandra in the bathroom.
Teacher: Sandra is in the bathroom.
Class: She is in the bathroom.

Teacher: Sandra washes her hands in the bathroom.
Class: She washes her hands in the bathroom.
Teacher: Yes, she washes them in the bathroom.

Teacher: Where does Sandra wash her hands?
Class: She washes them in the bathroom.

Teacher: Does Sandra wash her hands in the bathroom?
Class: Yes, she does.
Teacher: She washes them in the bathroom.

Teacher: Does Sandra wahs her hands in the living room?
Class: No, she washes them in the bathroom.

Teacher: Does Sandra wash her hands in the living room?
Class: No, she doesn't.
Teacher: She washes them in the bathroom.

Practice these patterns to re-enforce uses of them, does, doesn't.

Repeat the exercises, substituting face for hands.

Sing "This Is the Way We Wash Our Hands So Early In the Morning."

Wednesday

Opening Patter: Today is Wednesday. We come to school on Wednesdays.
(To next pupil) What day is today?

Review: Recite in unison the days of the week. Start with Sunday.

Count to twelve.

Repeat the lesson given for Monday of this week, in which various pupils are sent to the blackboard to draw groups of balls. Drill on the patterns of this lesson.

Review: under, them

Teacher: Manuel, put two books under the table.
While action is in progress.
Teacher: Manuel is putting the books under the table.
Class: Manuel is putting the books under the table.

Teacher: Where is Manuel putting the books?
Class: He is putting the books under the table.
Teacher: Yes, he put two books under the table.

Teacher: Count the books.
Class: One, two.

Teacher: Count them.
Class: one, two.

Teacher: Manuel put the books under the table. Count them.
Class: They are under the table.

Teacher:	How many books are under the table?
Class:	Two books are under the table.

Repeat these patterns, substituting other numbers.

New Vocabulary: over

Picture #4 for your envelope of English Class Pictures is a picture of a girl jumping over a broomstick. Use it in this exercise.

Teacher:	This is a broom.
Class:	It is a broom.
Teacher:	This is a broom.
Class:	It's a broom.
Teacher:	The broom is on two boxes.
Class:	It is on two boxes.

Review patterns for the action word, jump.

Show picture #4 from Picture Envelope.

Teacher:	Sandra can jump.
Class:	She can jump.
Teacher:	Sandra is jumping over a broom.
Class:	Sandra is jumping over a broom.
Teacher:	What is Sandra doing?
Class:	She is jumping over a broom.

Other activities to re-enforce the understanding of "over".
Drill on patterns for these activities.
Manuel can throw a ball over the desk.
Jose can put his hand over his head.
Sandra can jump over a book.

Thursday

Opening Pattern: my brother's name is Jesse. What is your brother's name?

Prepare pupils to give the following responses:
I don't have a brother. (To next pupil) What is your brother's name?
My brothers are Jesse and Ramon. (To next pupil) What is your brother's name?

Review: Use the Instructo Family Kit of felt cut-out figures and review patterns involving family relationships. Be sure to use the vocabulary employed in previous lessons.

Place the Instructo House in view of pupils.
Review of "this" and "that"; review of rooms of the house.
Teacher: This is the living room.
Class: It is the living room.

Substitute "bedroom", "bathroom", and "kitchen".

Teacher, pointing to living room: What room is this?
Class: It is the living room.
Teacher: Yes, that is the living room.

Teacher: (Touching living room) What room is this?
Class: That is the lving room.

Teacher: (She touches the bedroom) What room is this?
Class: That is the bedroom.

Develop the following patterns:
The bed is in the bedroom. (Place felt cut-outs ther)
Sandra sleeps in the bedroom.

The stove is in the kitchen.
Sandra's mother cooks on the stove.

Picture #5 in your Envelope of Pictures shows Sandra's mother cooking on the stove.

Show the class picture #5.

Teacher: This is Sandra's mother.
Class: It is Sandra's mother.

Teacher: What is her name?
Class: [illegible]r name is Mrs. Castro. (This has been taught. Help them recall that Sandra Castro's mother is Mrs. Castro)

Teacher: Where is Mrs. Castro?
Class She is in the kitchen.

Teacher: What is Mrs. Castro doing?
Class: She is in the kitchen. She is cooking.
Teacher: Yes, she is cooking on the stove.

Teacher: What is she doing?
Class: She is cooking on the stove.

It will be encouraging to your pupils if you allow the more able to summarize all the patterns they can in telling about this picture.

Review Game: Who Has the Button?

Friday

Opening Pattern: I am Sandra Castro. My father is Mr. Castro.

Use the felt cut-outs of the Instructo Community Helpers Kit to review as follows:
Teacher: This is a doctor.
Class: He is a doctor.

Substitute nurse, teacher, and policeman.

On page 19 on the Teachers Guide, Fires Series, there is model for a dramatization of a visit to the doctor's office. We have had the patterns and it will provide an opportunity for pupils to use them.

You might let a group of girls be the nurse, another group of girls be the girl entering the office, and the boys be the boy.

Review action words.
Teacher: Sandra, write your name on the blackboard.
Class: Sandra, write your name on the blackboard.

While the action is in progress:
Teacher: What is Sandra doing?
Class: She is writing.

Teacher: Sandra, what are you doing?
Sandra: I am writing.

Teacher: Is Sandra reading?
Class: No, she is not.

Teacher: Is Sandra drawing?
Class: No, she is not. She is writing.

Place picture #4 from Envelope of Pictures on chalk tray.

Teacher: Sandra is jumping.
Class: Sandra is jumping.

Teacher: What is Sandra doing?
Class: She is jumping.

Teacher: Sandra is jumping.over the broom.
Class: She is jumping over the broom.

Teacher: Is Sandra jumping over the broom?
Class: Yes, she is.

Teacher: Is Sandra jumping under the broom?
Class: No, she is not.
Teacher: No, she isn't. She is jumping over the broom.

Teacher: Is Sandra jumping under the broom?
Class: No, she isn't.

Teacher: Is Sandra jumping on the broom?
Class: No, she isn't. She is jumping over the broom.

Refer to Picture #5 from Envelope for Pictures.

Teacher: Mrs. Castro is cooking.
Class: She is cooking.

Develop the ing concept as you did for jumping.

Show the class Picture #3 from Envelope of Pictures.

Teacher: The family is eating breakfast.
Class: They are eating breakfast.

Teacher: What is the family doing?
Class: They are eating breakfast.

Teacher: Are they sleeping?
Class: No, they are not.
Teacher: No, they aren't. They are eating breakfast.

Teacher: Are they sleeping?
Class: No, they aren't.

Display Picture #2

Teacher: Sandra is getting out of bed.
Class: She is getting out of bed.

Teacher: Sandra is getting up.
Class: Sandra is getting up.

Teacher: What is Sandra doing?
Class: She is getting out of bed. She is getting up.

Drill on this set of patterns.

Game: Place the known felt cut-outs in a drawer. Include the doctor, nurse, bed, stove, teacher, etc. Pupils are to know which figures are in the drawer. Let Sandra put her hand on one of them. Pupils are not to see which one she is touching.

Sandra: What am I touching?
Class: What are you touching?

Sandra: Manuel, am I touching the doctor?
Manuel: Yes, you are.

Sandra: No, I'm not. I'm touching the stove.

Notes for the Thirteenth Week of Teaching Pre-School English

Each day try to review the days of the week until they are mastered. It might be well to use the patterns:

Today is Monday.
What day is today?
Yesterday was Sunday.
What day was yesterday?

I have limited the use of past tense verbs to a few that pupils need. In Fries the use of the past tense is delayed, but it seems practical to teach the correct forms before incorrect patterns become established.

Monday:

Review: Select pupils who have brothers or sisters whose ages are fifteen or less. Ask them, one at a time, to stand while the following patterns are reviewed.
Teacher: What's your brother's name?
Class: What's your brother's name?
Pupil: Manuel Medina.

Teacher: How old is your brother?
Class: How old is your brother?
Pupil: He's twelve.

Some pupils may answer "He's twelve years old."

Have pairs of pupils come to the front of the room. Have the first pupil ask the questions and the second one give the answers. Let them alternate positions.

Teach the answers for pupils who do not have a brother.
Teacher: What's your brother's name?
Pupil: I don't have a brother.

Pair pupils for a class review as follows:
All pupils designated Pupil One: What's your father's name?
His Partner: Jesus Medina. (He uses his own father's name.)

Pupil One: What's your sister's name?
Partner: Lupe Medina.

Pupil One: How old is your sister?
Partner: She's ten years old.

The teacher instructs the groups concerning what questions to ask. Review other patterns pertaining to family member's ages.

Place the felt cut-out of Mother in the kitchen of the Instructo Home.
Teacher: Mother is in the kitchen.
Class: Mother is in the kitchen.

Place the felt cut-out stove in the kitchen.
Teacher: Mother cooks on the stove.
Class: Mother cooks on the stove.

Teacher: Where is Mother?
Class: Mother is in the kitchen.

Teacher: Where is the stove?
Class: The stove is in the kitchen.

Teacher: Where is the stove?
Class: The stove is in the kitchen.

Teacher: Where is the stove?
Class: It is in the kitchen.

Show Picture #5 from your Picture Envelope.

Teacher: Mother is cooking.
Class: Mother is cooking.

Teacher: What is Mother doing?
Class: She is cooking.
Teacher: Yes, she is cooking on the stove.

Teacher: What is Mother doing?
Class: She is cooking on the stove.

New vocabulary: every, for
Teacher: This is Mrs. Castro.
Class: She is Mrs. Castro.

Teacher: She's cooking.
Class: She's cooking.

Teacher: Mrs. Castro is cooking on the stove.
Class: She's cooking on the stove.

Teacher: She cooks breakfast every morning.
Class: She cooks breakfast every morning.

Teacher: When does Mrs. Castro cook breakfast?
Class: She cooks breakfast every morning.

Drill on these patterns. Have pupils practice in pairs, one pupil asking the questions and the other answering.

Teacher: When does Mrs. Castro cook breakfast?
Class: She cooks breakfast every morning.
Teacher: Yes, she cooks breakfast for her family.

Teacher: She cooks breakfast for her family.
Class: She cooks breakfast for her family.

Teacher: Does Mrs. Castro cook breakfast for her family?
Class: Yes, she cooks breakfast for her family.

Show the pupils Picture #3.

Teacher: The family is eating breakfast in the kitchen.
Class: The family is eating breakfast in the kitchen.

Teacher: Mrs. Castro cooked breakfast for her family.
Class: She cooked breakfast for her family.
Teacher: Yes, she cooked breakfast for her family.

Teacher: What does Mrs. Castro cook every morning?
Class: She cooks breakfast every morning.

Teacher: Sandra, what does your mother cook every morning?
Class: Sandra, what does your mother cook every morning?
Sandra: She cooks breakfast.

Ask this question of other pupils.

Show the class Picture #1.

Teacher: Sandra is eating breakfast.
Class: Sandra is eating breakfast.

Review patterns: Sandra is eating breakfast in the kitchen.
Where is Sandra eating breakfast?

Teacher: What does Sandra eat every morning?
Class: Sandra eats breakfast every morning.

Have Manuel stand.
Teacher: What do you eat every morning?
Class: What do you eat every morning?
Manuel: I eat breakfast every morning.

Develop patterns: When does your mother cook breakfas?
When do you eat breakfast?

To re-enforce the concept of "every", practice "We eat brekfast every morning."

Tuesday:

Opening pattern: My mother cooks breakfast every moning. What does your mother cook every morning?

Show the class Picture #2 from your Picture Envelope.

Teacher: Sandra is getting out of bed.
Class: Sandra is getting out of bed.

Teacher: What is Sandra doing?
Class: Sandra is getting out of bed.

Teacher: Sandra gets out of bed every morning.
Class: She gets out of bed every morning.

Teacher: What does Sandra do every morning?
Class: She gets out of bed every morning.

Call attention again to Picture #2.
Teacher: Sandra is getting up.
Class: Sandra is getting up.

Teacher: What is Sandra doing?
Class: She is getting up.
Teacher: Yes, she is getting up. She gets up every morning.

Teacher: What does Sandra do every morning?
Class: She gets up every morning.

Teacher: Does Sandra get up every morning?
Class: Yes, she gets up every morning.

Develop Patterns: "Do you get up every morning?"
"Sandra reads every day."
"At school, we write every day."

Teacher: Sandra does not play ball every day.
Class: Sandra does not play ball every day.

Teacher: Sandra doesn't play ball every day.
Class: She doesn't play ball every day.
Teacher: No, she doesn't.

Teacher: Does Sandra play ball every day?
Class: No, she doesn't.

Let pairs of pupils practice asking and answering these patterns.

New vocabulary: Woman, man

Display the cut-out of Mother from the Instructo Family kit.
Teacher: This is Mrs. Castro.
Class: She's Mrs. Castro.

Teacher: Mrs. Castro is a woman.
Class: Mrs. Castro is a woman.

Teacher: Mrs. Castro is a woman.
Class: She's a woman.

Display the felt cut-out of the nurse from the Instructo Community Helpers Kit.

Teacher: This is a nurse.
Class: She's a nurse.

Teacher: She is a woman.
Class: She is a woman.
Teacher: Yes, the nurse is a woman.

In a similar manner, identify the teacher in the Community Helpers Kit as a woman.

Display the felt cut-out of father from the Instructo Family Kit.
Teacher: This is Father.
Class: He is Father.

Teacher: Father is a man.
Class: Father is a man.

Teacher: He is a man.
Class: He is a man.

In a similar way, teach that the doctor figure from the Instructo Community Helpers Kit is a man. You might use the policeman figure, also.

On the Instructo Flannel board house, place the figure of a man in the living room.
Teacher: The man is in the living room.
Class: The man is in the living room.

Place the woman figure in the bedroom.
Teacher: The woman is in the bedroom.
Class: The woman is in the bedroom.

Teacher: Where is the man?
Class: The man is in the living room.

Teacher: Where is the woman?
Class: The woman is in the bedroom.

Drill on these patterns, substituting bathroom and kitchen.

Refer to Picture #4 from your Picture Envelope.

Teacher: Sandra is jumping over the broomstick.
Class: She is jumping over the broomstick.

Teacher: Manuel, jump over the ball.
Class: Manuel, jump over the ball.

Teacher: Can you jump over the ball, Manuel?
Manuel: Yes, I can jump over the ball.

Review other patterns for "over."

Wednesday:

Review Patterns: I'm reading.
I'm walking.
Sandra is walking.
She's walking.
He's writing.
I'm running.

Teacher: Sandra, run.
Class: Sandra, run.

Teacher: What are you doing?
Class: What are you doing?
Sandra: I'm running.

Teacher: Are you reading?
Sandra: No, I'm not.

Substitute "writing", "drawing", "sleeping", and other action words.

Have a pupil close his eyes and cover his ears while another pupil draws or writes or reads. The first pupil tries to guess what the second pupil is doing.
First Pupil: Are you reading?
Second Pupil: No, I'm not reading.

First Pupil: Are you drawing?
Second Pupil: Yes, I am.

Organize the class into two teams. Have one team stand in front of the class where they cannot see what the others are doing. The team in the back of the room pantomimes the act of writing.

Team One: Are you reading?
Team Two: No, we are not reading.

Team One: Are you reading?
Team Two: No, we're not.

Team One: Are you writing?
Team Two: Yes, we are. We're writing.

Display Picture #4 from your Picture Envelope.

Teacher: Sandra is jumping.
Class: She is jumping.
Teacher: Yes, she's jumping.

Teacher: What is Sandra doing?
Class: She's jumping.

Teacher: Is Sandra eating?
Class: No, she isn't.

Drill on "No", she isn't" and related patterns.

New vocabulary: men, women, grandfather, grandmother

Display the figures of Father, the doctor, and the policeman.

Review their identities.

Teacher, indicating the group: These are men.
Class: They are men.

Teacher: Father is a man. The doctor is a man. The policeman is a man.
Class repeats.
Teacher: (Groups all figures together): They are men.

The distinction between "man" and "men" will require much review and drill.

In a similar fashion, introduce "women."

Since some pupils may feel a little frustrated by the plurals of "man" and "woman", it might be a good idea to save time at the close of the period to drill on a previously learned pattern or to play "Who is there?"

Thursday:

Opening Pattern: First child pretends to write: I'm writing. What are you doing?
Next child, pretending to eat: I'm eating. What are you doing?
Each child is encouraged to select an activity to pantomime.

Review:
For each picture in the Picture Envelope, ask the question: What is ..... doing?

Picture #1	Sandra is eating breakfast.
Picture #2	Sandra is getting out of bed. Sandra is getting up.
Picture #3	The family is eating breakfast.
Picture #4	Sandra is jumping over the broomstick.
Picture #5	Mother is cooking.

Bring to class pictures of people engaged in activities for which you have taught the words. Use these for practice.

Divide the class into two teams.
Group One: What is Sandra doing? (Holds up Picture #1)
Group Two: She is eating breakfast.

Repeat for other pictures.

Review objects in the classroom.
Teacher, touching a ruler: Is this a book?
Class: No, it isn't.

Teacher, touching the ruler: Is this a ruler?
Class: Yes, it is.

Sandra, holding up a pencil: Is this a book?
Class: No, it isn't.

Sandra, holding up a pencil: Is this a pencil?
Class: Yes, it is.

Class may be divided into groups to question and answer.

Drill on "this" and "that." Patterns are presented on page 4 of Sixth Week Plans. See page 1 of Seventh Week Plans.

Have pupils go to the front of the room, touch an object and say, "This is a book." Then have them point to another book and say, "That is a book." Substitute other known objects.

From your Instructo Community Helpers Kit, take out each figure and review his occupation.

Teacher, showing the picture of the mailman: This is a mailman.
Class: He is a mailman.

Teacher: Is your father a mailman?
Class: No, he isn't.

Show the class Picture #6. Indicate the driver of the truck.

Teacher: This is Mr. Castro.
Class: He is Mr. Castro.

Teacher: Who is this?
Class: That is Mr. Castro.

Teacher: This is a truck.
Class: It is a truck.

Teacher: What is this?
Class: It is a truck.

Teacher: What is this?
Class: That is a truck.

Teacher: Mr. Castro is driving the truck.
Class: He is driving the truck.

Teacher: What is Mr. Castro doing?
Class: He is driving the truck.

Teacher: Mr. Castro can drive the truck.
Class: He can drive the truck.

Drill on drive and driving.

Friday:

Opening pattern: My father isn't a policeman. (To next pupil) Is your father a policeman?
Next pupil: No, he isn't. (To next pupil) Is your father a policeman?

Review: drive, driving, truck.

Review the patterns given in yesterday's lesson.

New vocabulary: truck driver, bridge

Teacher: Mr. Castro is driving the truck.
Class: He is driving the truck.

Teacher: Mr. Castro is a truck driver.
Class: He is a truck driver.

Teacher: What is Mr. Castro?
Class: He is a truck driver.

Teacher: What does Mr. Castro do?
Class: He drives a truck.

Teacher: What is Mr. Castro?
Class: He is a truck driver.

Teacher: Mr. Castro is driving the truck over the bridge.
Class: He is driving the truck over the bridge.

Show the class Picture #4
Teacher: Sandra is jumping over the broomstick.
Class: She is jumping over the broomstick.

Drill on "over"

Teacher: Manuel, jump over the book.
Class: Jump over the book.

Teacher: Manuel, jump over the book.
Class: Jump over the book.

Teacher: Manuel jumped over the book.
Class: He jumped over the book.
Manuel: I jumped over the book.

Teacher: What did Manuel do?
Class: He jumped over the book.

Teacher: What did you do?
Class: What did you do?
Manuel: I jumped over the book.

Teacher: Rosa, write your name on the blackboard.
Class: Write your name.

Teacher: Rosa wrote her name.
Class: She wrote her name.

Teacher: Rosa, what did you do?
Rosa: I wrote my name.

Teacher: Juan, go to the door.
Class: Juan, go to the door.
Juan: I'm going to the door.

After Juan returns,
Teacher: Juan went to the door.
Class: He went to the door.
Juan: I went to the door.

Teacher: What did Juan do?
Class: He went to the door.

Teacher: What did you do?
Juan: I went to the door.

Drill on a few past actions. It is probably best not to introduce enough of the past tense to confuse. Perhaps, one can limit past tense patterns to those for which the pupils have an immediate need.

If time permits, go over patterns introduced during the ninth week.

Teacher: Today is Friday.
Class: Today is Friday.

Teacher: What day is today?
Class: Today is Friday.

Teacher: Yesterday was Thursday.
Class: Yesterday was Thursday.

Teacher: What day was yesterday?
Class: Yesterday was Thursday.

Notes for the Fourteenth Week of Teaching Pre-School English

It seems best not to confuse the learner of English with a variety of patterns for saying the same thing. Help him acquire automatic control over the most useful way, or arbitrarily decide on which way he is to learn to express a given thought. Provide many opportunities for him to use the selected patterns.

Perhaps one of the most important uses of these lesson plans is that the teacher can refer to them and recall the patterns taught weeks before, thus avoiding the introduction of confusing variations.

These plans merely suggest patterns to be mastered and ways of providing for their re-enforcement. It is hoped that each teacher will create opportunities for the pupils in her class to use these patterns by role playing, by pairing pupils to ask each other questions and answer each other, and by involving groups in choral question and answer situations.

Monday

Opening Pattern: I ate breakfast this morning. (to next pupil) Did you eat breakfast this morning?

Next Pupil: Yes, I ate breakfst. Di you eat breakfast this morning?

Review: come, every, came

Teacher: I come to school every morning.
Class: I come to school every morning.

Teacher: I came to school this morning.
Class. I came to school this morning.

Teacher: Sandra, did you come to school this morning?
Sandra: Yes, I came to school this morning.

Teacher: Did Sandra come to school this morning?
Class: Yes, she came to school this morning.

Drill on these patterns by letting one group ask the questions and another group answer the questions.

Teacher: Manuel, come to the desk.
Manuel: I am coming to the desk.

Teacher: Manuel came to the desk.
Class: He came to the desk.

Review: put, (present tense) and put (past tense), on, in, under, over

Teacher: I can put the book on the desk.
Class: You can put the book on the desk.

Teacher: I am putting the book on the desk. What am I doing?

Class: You are putting the book on the desk.

After action is completed.
Teacher: I put the book on the desk.
Class: You put the book on the desk.

Teacher: What did I do?
Class: You put the book on the desk.

Talk about the fact that "put" is the same for the present and the past forms.

Teacher: Sandra, put the book on the desk.
Class: Sandra, put the book on the desk.

After Sandra has put the book on the desk,
Teacher: Sandra put the book on the desk.
Class: She put the book on the desk.

Teacher: What did Sandra do?
Class: She put the book on the desk.

Teacher: Sandra, what did you do?
Sandra: I put the book on the desk.

Practice these same patterns, substituting "in the desk", and "under the desk", and "over the desk.'

New Vocabulary: grocery store, grapes, bottle, clerk, basket.

Show the class Picture #7 from your Picture Envelope.

Teacher: Mrs. Castro is in the grocery store.
Class: She is in the grocery store.

Teacher: Sandra is in the grocery store.
Class: She is in the grocery store.

Teacher: Where are Mrs. Castro and Sandra?
Class: They are in the grocery store.

Teacher: This is the clerk in the grocery store.
Class: He is the clerk.

Teacher: Who is this?
Class: He is the clerk.

Teacher: The clerk is putting grapes in a bag.
Class: The clerk is putting grapes in a bag.

Teacher: The clerk is putting grapes in a bag.
Class: The clerk is putting grapes in a bag.

Teacher: What is the clerk doing?
Class: He is putting grapes in a bag.

Teacher: Sandra is putting a bottle in a basket.
Class: She is putting bottle in a basket.

Drill on these patterns.

Put the picture out of sight.
Teacher: In the picture, the clerk put grapes in a bag.
Class: The clerk put grapes in a bag.

Teacher: What did the clerk do?
Class: The clerk put grapes in a bag.

Teacher: What did the clerk do?
Class: He put grapes in a bag.

Teacher: In the picture, what did Sandra do?
Class: She put a bottle in a basket.

Teacher: Where did Sandra put the bottle?
Class: In a basket.

Review: Say the days of the week.

Tuesday

Opening Pattern: Today is Tueday. Yesterday was Monday. What is today?

Review: these, those

Have three girls stand together and three other girls stand on the other side of the room.
Teacher: (Standing beside one group of girls) These are girls and those are girls.
Sandra: (Standing with the teacher) These are girls and those are girls.

In pairs, the pupils come to the side of the teacher and indicate the respective groups of girls: These are girls and those are girls.

Place some books on the table and some on the desk.
Teacher: (Touching one stack of books) These are books and those are books.

Repeat with other members of the class.

Teacher: These are my hands and those are your hands.
Class: These are my hands and those are your hands.

Make it clear that any group of items near are "these" and the ones farther away are "those".

Divide the class into two groups. One group stays close to the teacher and asks the questions after she does. The other group answers.

Teacher: (Touching books) What are these?
Group one: What are these?
Group Two: They're books.
Group One: Yes, they're books.

Teacher: (Touching a ball) What is this?
Group One: (Beside ball) What is this?

Group Two: It's a ball.
Teacher: Yes, it's a ball.

Teacher: (Pointing to the windows) What are those?
Group One: What are those?

Group Two: They're windows.
Teacher: Yes, they're windows.

Alternate groups so that all receive practice in asking and answering the questions.

Practice the following patterns:
This is my hand.
These are my hands.

This is my foot.
These are my feet.

New Vocabulary: apples,, lettuce.
Show the class Picture #7.

Teacher: These are apples.
Class: They are apples.

Teacher: The apples are in a basket.
Class: The apples are in a basket.
Teacher: Where are the apples?
Class: They are in a basket.

Teacher: Are the apples in a bag?
Class: No, they're not. They're in a basket.

Teacher: These are heads of lettuce.
Class: They are heads of lettuce.

Teacher: These are heads of lettuce.
Class: They're heads of lettuce.

Teacher: Are they in a basket?
Class: No, they're not.

In a similar manner, review "grapes".

Review: have, has

Teacher: I have two hands.
Class: I have two hands.

Teacher: I have two hands. (Indicates hands of pupils) You have two hands.
Class: I have two hands. You have two hands.

Teacher: (Grasping a pencil) I have a pencil.
Class: You have a pencil.

Teacher gives the pencil to Sandra.
Teacher: You have the pencil.
Sandra: I have the pencil.

T-acher: Sandra has a pencil.
Class: She has a pencil.

Give the ball to Manuel.
Teacher: Manuel has the ball.
Class: He has the ball.

Teacher: Does Manuel have the pencil?
Class: No, he hasn't. He has the ball.

Give practice by substituting other known objects.

Wednesday

Opening Pattern: Today is Wednesday. Yesterday was Tuesday.

Review: eat, breakfast, ate

Show Picture #1 from your Picture Envelope.

Teacher: Sandra is eating.
Class: She is eating.

Teacher: Sandra is eating breakfast.
Class: She is eating breakfast.

Teacher: What is Sandra doing"
Class: She is eating breakfast.

Teacher: Is Sandra writing?
Class: No, she isn't. She is eating breakfast.

Put the picture down.
Teacher: Sandra ate breakfast.
Class: She ate breakfast.

Teacher: What did Sandra do?
Class: She ate breakfast.

Teacher: Did Sandra write?
Class: No, she didn't. She ate breakfast.

Show the pupils Picture #3 from your Picture Envelope.
In a similar manner, review the following patterns.:

The family is eating breakfast.
They are eating at the table.
They are eating in the kitchen.
Where are they eating?

Put the picture out of sight.
What did the family do?
They were eating breakfast.

Show the class picture #7.

Review: is, are

Teacher: Mrs. Castro and Sandra are in the grocery store.
Class: They are in the grocery store.

Teacher: Where is Mrs. Castro?
Class: She is in the grocery store.

Teacher: Where is Sandra?
Class: She is in the grocery store.

Teacher: Mrs. Castro and Sandra are in the grocery store.
Class: They are in the grocery store.

Review the following patterns:

The apples are in a basket.
The heads of lettuce are in a basket.
The grapes are not in a basket.

Teacher: The clerk is putting grapes in a bag.
Class: He is putting grapes in a bag.

Teacher: What is the clerk doing?
Class: He is putting grapes in a bag.

Review:
Sandra is putting a bottle in the basket.

New Vocabulary: oranges, carrots, lemons.

Let one group of pupils come up and be "Helpers". They repeat whatever she says for the teacher.

Teacher: These are oranges.
Helpers: These are oranges.
Class: They are oranges.

Teacher: What are these?
Helpers: What are these?
Class: They are oranges.

Teacher: Are these heads of lettuce? (Indicates the oranges)
Helpers: Are these heads of lettuce?
Class: No, they're not. They're oranges.

Teacher: Are these apples?
Helpers: Are these apples?
Class: No, they're not. They're oranges.

Teacher: Are these apples?
Helpers: Are these apples?
Class: No, they're not. They're oranges.

In a similar manner, introduce the other produce in the picture.

After looking carefully at the pciture and discussing the action, put the picture down.
Teacher: In the picture, Mrs. Castro was in the grocery store.
Helpers: Mrs. Castro was in the grocery store.
Class: Mrs. Castro was in the grocery store.

Teacher: Where was Mrs. Castro?
Helpers: Where was Mrs. Castro?
Class: She was in the grocery store.

Teacher: Mrs. Castro and Sandra were in the grocery store.
Class: They were in the grocery store.

Teacher: Were they at home?
Helpers: Were they at home?
Class: No, they were in the grocery store.

Review of action verbs.

New word: aren't

Select several pupils to form two groups.
Let group one decide on an action to perform, such as writing.

Group One: What are we doing?
Group Two: You are writing.
Group One: Yes, we are writing.

Group One: Are we reading?
Group Two: No, you aren't reading.
Group One: We aren't reading. We're writing.

Alternate the roles of the groups. Each group decides what action to perform and what action to ask that they aren't doing.

Suggestions for actions: cooking, getting up, eating, running, walking, playing, etc.

Let the girls form one group and the boys another. As described above, give practice the following patterns:
While the girls are performing an action, lead the boys to ask:
Boys: What are the girls doing?
Girls: We're singing. (Or whatever they have deceded to do)

Bring to class pictures of people doing such things as washing, ironing, cooking. Ask the appropriate question as you show each picture.

Thursday

Opening Pattern: I live on Fifth Street. Where do you live?

Review patterns:
Is Sandra writing?
No, she isn't.

Are the girls writing?
No, they aren't.

New Vocabulary: or

Teacher: This is a desk.
Class: It's a desk.

Teacher: This is a table.
Class: It's a table.

Teacher: Is this a table or a desk? (Indicates the table)
Class: It's a table.

Teacher: Is this a table or a desk? (Indicates the desk)
Class: It's a desk.

Ask a girl and a boy to come to the front of the room.
Teacher: This is a boy.
Class: He's a boy.

Teacher: This is a girl.
Class: She's a girl.

Teacher: (Touching the boy) Is this a boy or a girl?
Class: He's a boy.

Give practice by indicating other pairs of known items and asking pupils the appropriate questions in making choices.

Show the pupils the felt cut-out figures of the doctor and the mailman from the Instructo Kit.

Teacher: (Touching the doctor) Is he a doctor or a mailman?
Class: He's a doctor.

Show the nurse and the teacher and practice as above.

Play "Who Has the Button?"

Friday

Opening Pattern: I'm in the first grade. (To next pupil) What grade are you in?

Review: Vocabulary and patterns associated with Picture #7

Review presiously learned patterns before continuing.
Teacher: (Pointing to the basket) Is this a basket or a bag?
Class: It's a basket.

Teacher: Is Sandra putting grapes in a bag?
Class: No, she isn't.

Teacher: Who is putting grapes in a bag?
Helpers: Who is putting grapes in a bag?
Class: The clerk is putting grapes in a bag.

Teacher: Who is putting grapes in a bag?
Helpers: Who is putting grapes in a bag?
Class: The clerk is.

Teacher: Is the clerk putting a bottle in a basket?
Helpers: Is the clerk putting a bottle in a basket?
Class: No, he isn't.

Teacher: Is Mrs. Castro putting a bottle in a basket?
Helpers: Is Mrs. Castro putting a bottle in a basket?
Class: No, she isn't

Teacher: Who is putting a bottle in a basket?
Helpers: Who is putting a bottle in a basket?
Class: Sandra is putting a bottle in a basket.

Teacher: Who is putting a bottle in a basket?
Class: Sandra.
Teacher: Yes, Sandra is putting a bottle in a basket.

New Vocabulary: dinner

Show the class Picture #8
Review with them patterns for the use of "eat" which have been learned in previous lessons.

Teacher: The family is eating dinner?
Class: The family is eating dinner.

Teacher: The family is eating dinner at the table.
Class: The famil is eating dinner at the table.

Teacher: Mr. and Mrs. Castro and the children are eating dinner.
Class: They are eating dinner.

You might mention that one family is eating dinner, but several people are eating dinner.

Put the picture down.

Teacher: The family ate dinner.
Class: The family ate dinner.

Teacher: Did the family eat dinner?
Helpers: Did the family eat dinner?
Class: Yes, the family ate dinner.

Teacher: The family ate dinner at the table.
Class: The family ate dinner at the table.

Teacher: Where did the family eat dinner?
Helpers: Where did the family eat dinner?
Class: At the table.

Teacher: Did Mr. and Mrs. Castro eat at the table?
Helpers: Did Mr. and Mrs. Castro eat at the table?
Class: Yes, they ate at the table.

Discuss the fact that there are potatoes, grapes, an orange, and an apple on the table. Use the previously learned patterns.

Notes for the Fifteenth Week of Teaching Pre-School English Classes

Pupils will have added opportunities for practice in the use of English if you designate several pupils to be Helpers, whose function it is to repeat the questions the teacher asks other groups or individual pupils. By rotating the pupils in the various groups, you can give each pupil experience in asking questions and in answering them. Thus:

Teacher:	Sandra, what are you doing?
Helper:	What are you doing?
Class:	Sandra is washing her hands.

It is assumed that the Helpers will repeat the question in the form the teacher uses. For the sake of convenience, the lesson plans will not include the repetition by those designated to be Helpers.

After teaching a given dialogue, give practice in the use of this dialogue by setting up appropriate situations in which the pupils of your class may use the patterns. Probably, the most practical use is in role playing. By pairing pupils, you may provide practice in individual responses.

To hold the attention of the pupils, it seems desirable that much of the practice be under the direct supervision of the teacher and involve most of the class.

Since teachers need to ask pupils if they have brought their notes, books, etc., the present and past of "bring" is included in this week's lessons.

Monday:

As the roll is checked, each pupil responds with the opening pattern:

Opening pattern: (Points to one pupil near him) This is a pupil.
(Indicates several neighboring pupils) These are pupils.

Review: or

Select several pupils to be Helpers.

Teacher:	Sandra, read this book.
Helpers:	Sandra, read the book.
Class:	Read the book.

Teacher: Sandra is reading the book.
Helpers: Sandra is reading the book.
Class: She is reading the book.
Sandra: I'm reading the book.

Teacher: What is Sandra doing?
Helpers: What is Sandra doing?
Class: She is reading the book.
Class: She's reading the book.

Teacher: Is Sandra reading?
Helpers: Is Sandra reading?
Class: Yes, she's reading.

Teacher: Sandra, are you reading?
Helpers: Sandra, are you reading?
Sandra: Yes, I'm reading.

Teacher: Is Sandra writing?
Helpers: Is Sandra writing?
Class: No, she is not.
Class: No, she isn't.

Teacher: Is Sandra reading or writing?
Helpers: Is Sandra reading or writing?
Class: She is reading.
Class: She's reading.

Teacher: Sandra, are you reading or writing?
Helpers: Sandra, are you reading or writing?
Class: Are you reading or writing?
Sandra: I am reading.
Sandra: I'm reading.

Teacher: Sandra read the book.
Helpers: Sandra read the book.
Class: She read the book.

Teacher: What did Sandra do?
Helpers: What did Sandra do?
Class: She read the book.

Teacher: Did Sandra read or write?
Helpers: Did Sandra read or write?
Class: She read.

Develop the patterns:

Did Sandra write?
No, she did not.
No, she didn't.

Did Sandra read?
Yes, she read.

Refer to Picture #1 from your Picture Envelope. Review previously learned patterns and develop new patterns as for today's lesson.

New Pattern: Is Sandra eating or reading?

After picture is out of sight: ask,
"In the picture did Sandra eat or read?"

Display the Instructo House. Review the names of the rooms.
Show the class Picture #9.

New vocabulary: soap, towel, wash basin.

Teacher:	Sandra is in the bathroom.
Class:	She's in the bathroom.
Teacher:	Sandra is washing her hands.
Class:	She's washing her hands.
Teacher:	Where is Sandra?
Class:	She's in the bathroom.
Teacher:	What is Sandra doing?
Class:	She's washing her hands.

Patterns to introduce:

This is the soap.
It is soap.
She is washing her hands with soap.

This is a towel.
It is a towel.

This is a wash basin.
It's a wash basin.

Put the picture out of sight and develop the past tense forms of the patterns.

Sandra washed her hands.
Did Sandra wash her hands or read a book?
She washed her hands.

Review: doctor, teacher, nurse, mailman
Use the figures from the Instructo set of Community Helpers.

Dramatize a visit to a doctor's office.
Suggested patterns:

Good morning.
I am the doctor.
I am the nurse.
What is your name?
My name is ______________.
Where do you live?
I live on Fourth Street.
I live in Calexico.
What is your father's name?
My father's name is ___________.
How old are you?
I'm seven years old.
Please write your name on this paper.

Tuesday:

Opening Pattern: (Indicates a pupil near speaker) This is a pupil. (Points to a pupil some distance away.) That is a pupil.

Review the concept of "this" being near at hand and "that" being an object some distance from the speaker.

Review patterns: Use appropriate gestures.
This is a desk and that is a desk.
This is my foot and that is your foot.

Review: this, these

Place one eraser on the desk near you and three more in a stack near them.
Teacher: (Touching one eraser) This is an eraser. (Touching the pile of erasers) These are erasers.

Quickly, give several pupils an opportunity to do the above. Pairs of pupils may practice at the same time.

Substitute a book and a stack of books for the erasers.
Substitute pencils in the above situation.

Display Picture #9.

Review patterns:

Sandra is in the bathroom.
Sandra is washing her hands.
What is Sandra doing?
Sandra is washing her hands with soap.
This is soap.
This is a towel.

New vocabulary: wash basin, glass, toothbrush, toothpaste, dog

Show the class Picture #10
Teacher: Manuel is in the bathroom.
Class: He is in the bathroom.

Teacher: Manuel is brushing his teeth.
Class: He is brushing his teeth.

Teacher: Where is Manuel?
Helpers: Where is Manuel?
Class: He is in the bathroom.

Teacher: What is Manuel doing?
Helpers: What is Manuel doing?
Class: He is brushing his teeth.

Let Sandra act out washing her hands.

Teacher: Sandra, what are you doing?
Sandra: I am washing my hands.

Refer again to the picture #10
Teacher: Is Manuel washing his hands?
Helpers: Is Manuel washing his hands?
Class: No, he is brushing his teeth.

New patterns:

This is Manuel's dog.
It is Manuel's dog.
What is the dog doing?
He is playing.
He is standing up.
This is a toothbrush.
This is the toothpaste.
This is the wash basin.

Dramatize the action of a mother who sends her child to the bathroom to wash his hands with soap and to brush his teeth. Give practice in giving the commands and in reporting what the child is doing.

Mother: Go to the bathroom and wash your hands.
Helpers: Go to the bathroom and wash your hands.

Sandra carries out the action.

Mother: What are you doing?
Sandra: I'm washing my hands.

Mother: Are you washing your hands with soap?
Sandra: Yes, I am.

Mother: Please brush your teeth.
Helpers: Please brush your teeth.

Mother: What are you doing?
Sandra: I'm brushing my teeth.
After action is completed,

Mother: Did you wash your hands?
Sandra: Yes, I washed my hands.

Mother: Did you brush your teeth?
Sandra: Yes, I brushed my teeth.

Mother: What did Sandra do?
Class: She washed her hands and brushed her teeth.

Wednesday:

Opening Pattern: Pupils may choose objects to which they refer in the use of the pattern.
(Pointing to one window) That is a window. (Points to a group of windows) Those are windows. (Next pupil may choose to point to a book, or some other single object) That is a book. (Pointing to several books) Those are books.

Review: Patterns associated with Pictures #9 and #10

Dramatize a visit with the school nurse.
Nurse: Brush your teeth every morning.
Pupil: I brush my teeth every morning.

Nurse: Did you brush your teeth this morning?
Pupil: Yes, I brushed my teeth this morning.

Nurse: Wash your hands with soap.
Pupil: I wash my hands with soap.

Nurse: Did you wash them this morning?
Pupil: Yes, I wash them every day.

After the action has been completed,
Teacher: We played.
Class: We played.

Teacher: Sandra was the nurse and Manuel was the pupil.

Teacher: Who was the nurse?
Class: Sandra was the nurse.

Teacher: Who was the pupil?
Class: Manuel was the pupil.

Have a group of pupils pretend to be washing their hands.
Patterns:
We are washing our hands.
What did you do?
We washed our hands.

Review other actions by having groups perform and say:
We are walking. (or playing, sleeping, or such.)

Display Picture #10
Teacher: What is this boy's name?
Class: Manuel.

Teacher: What is he doing?
Class: He's brushing his teeth.

Teacher: Where is Manuel?
Class: He's in the bathroom.

New vocabulary: letter, postcard, package, bring

Display the felt mailman from your Instructo Community Helpers Kit.
Teacher: He is a mailman.
Class: He's a mailman.

Teacher: Sandra, bring the book to me.
Guide Sandra in understanding and performing this action.
Teacher: Sandra is bringing the book.
Class: She is bringing the book.

Teacher: Manuel, bring the eraser.
Helpers: Manuel, bring the eraser.

Teacher: Sandra brought the book to me.
Class: She brought the book.

Teacher: Manuel brought the eraser.
Class: He brought the eraser.

Teacher: What did Manuel bring?
Class: He brought the eraser.

Teacher: (Showing the class the cut-out of the mailman) This is Mr. Jones. He's a mailman.
Class: He's Mr. Jones. He's a mailman.

Teacher: He brings letters.
Class: He brings letters.

Show the pupils a letter, a postcard, and a package. Teach the vocabulary.

Teacher: What is Mr. Jones?
Class: He's a mailman.

Teacher: What does Mr. Jones bring?
Class: He brings letters.

Teach: He brings postcards.
He brings packages.

Dramatize, letting Manuel bring the mail.
After the action is completed,
Teacher: The mailman brought a letter.
Class: He brought a letter.

Teacher: The mailman brought a postcard.
Class: He brought a postcard.

Teacher: What did the mailman bring?
Class: He brought a letter.

Teacher: What did the mailman bring?
Class: He brought a package.

Thursday:

Opening Pattern: I eat breakfast every morning. (To next pupil) What do you do every morning?
Pupil may choose to respond "I brush my teeth every morning" or "I wash my hands every morning" or "I get up every morning" or "I come to school every morning."

New vocabulary: work

Teacher: Sandra, do you go to school every Monday?
Helpers: Do you go to school every Monday?
Sandra: Yes, I do.

Teacher: Does Sandra go to school every Monday?
Helpers: Does Sandra go to school every Monday?
Class: Yes, she does.

Teacher: Sandra works at school.
Class: She works at school.

Teacher: Mother works at home.
Class: Mother works at home.

Show Picture #6

Teacher: Mr. Castro is driving a truck.
Class: He is driving a truck.

Teacher: Mr. Castro is working.
Class: He is working.

Teacher: What is Mr. Castro doing?
Class: He is working.
Teacher: Yes, he is working. He is driving a truck.

Show Picture #5
Teacher: Mrs. Castro is cooking.
Class: She is cooking.

Teacher: Mrs. Castro is cooking.
Class: She is cooking.

Teacher: Mrs. Castro is working.
Class: She is working.

Teacher: What is Mrs. Castro doing?
Class: She is working.
Teacher: Yes, she is working. She is cooking.

Teacher: Is Mrs. Castro working?
Class: Yes, she is.

Teacher: Is Mrs. Castro cooking?
Class: Yes, she is.

Teacher: Does Sandra work at school?
Class: Yes, she does.

Review: every day

Practice such patterns as:

Do you eat every day?
Do you play every day?
Do you read every day?
Does your mother read every day?
No, she doesn't.
Does your mother cook every day?
Yes, she does.

Give practice by having pairs of pupils ask each other questions.

Show the felt mailman. Review patterns learned about Mr. Jones, the mailman.

Teacher: Mr. Jones brings letters.
Class: He brings letters.

Teacher: What is Mr. Jones?
Class: He's a mailman.

Teacher: What does Mr. Jones do?
Class: He brings letters.

Teacher: Mr. Jones works. He brings letters.
Class: Mr. Jones works.

Teacher: Does Mr. Jones work?
Class: Yes, he does.

Teacher: Mr. Jones does not work on Sunday.
Class: He does not work on Sunday.

Teacher: Does Mr. Jones work on Sunday?
Class: No, he doesn't.

Teacher: Does Mr. Jones work on Saturday?
Class: Yes, he does.

Other patterns:

Does Mother work every day?
Yes, she cooks every day.

Does Mother work on Monday?
Yes, she washes on Monday.

Did you go to school yesterday?
Yes, I went to school yesterday.

Did you work yesterday?
Yes, I worked yesterday.

Friday:

Opening Pattern: I play every day. What do you do every day?
Choice of patterns:
I write every day.
I read every day.
I work every day. (To next pupil) What do you do every day?

Teacher: Yesterday was Thursday.
Class: Yesterday was Thursday.

Teacher: What day was yesterday?
Class: Yesterday was Thursday.

Teacher: The mailman brings letters on Thursday.
Class: The mailman brings letters on Thursday.

Teacher: The mailman brought letters yesterday.
Class: The mailman brought letters yesterday.

Teacher: Did the mailman bring letters yesterday?
Class: Yes, he did.
Teacher: Yes, he brought letters yesterday.

Teacher: What did the mailman do yesterday?
Class: He brought letters yesterday.

Teacher: Mr. Jones is a mailman.
Class: Mr. Jones is a mailman.

Teacher: Mr. Jones works. He brings letters.
Class: Mr. Jones works.

Teacher: Sandra, bring the book to the desk.
Helpers: Sandra, bring the book to the desk.
Sandra: I'm bringing the book to the desk.

Teacher: What did Sandra do?
Class: She brought the book to the desk.

Teacher: What did Sandra do?
Class: She brought the book to the desk.

Teacher: Did Sandra bring a letter?
Helpers: Did Sandra bring a letter?
Class: No, she didn't. She brought a book.

Teacher: What did Sandra bring?
Class: She brought a book.

Repeat this drill substituting pencil, eraser and a pin for the book.

Display Picture #7
Teacher: (Pointing to the oranges) Those are oranges.
Class: Those are oranges.

Teacher: What are these? (Touching the oranges)
Class: They're oranges.

Teacher: (Pointing to the apples) Those are apples.
Class: Those are apples.

Teacher: (Touching the apples) What are these?
Class: They're apples.

In a similar manner, drill on lemons, grapes, ears of corn, and potatoes.

Teacher: The apples are in a basket.
Class: The apples are in a basket.

Teacher: Where are the apples?
Helpers: Where are the apples?
Class: They're in a basket.

New vocabulary: like, fruit

Teacher: I like apples. I eat apples.
Helpers: I like apples. I eat apples.
Class: I like apples. I eat apples.

Teacher: I eat oranges. I like oranges.
Helpers: I eat oranges. I like oranges.
Class: I eat oranges. I like oranges.

Drill on these patterns to clarify the meaning of like.

Teacher: Apples are fruit.
Class: Apples are fruit.

Teacher: Are apples fruit?
Helpers: Are apples fruit?
Class: Yes, apples are fruit.

Be sure that the class understands that "fruit" can mean many apples, many grapes, or many of any kind of fruit.

Teacher: I like fruit.
I like apples.
I like oranges.
I like grapes.

Pupils repeat the above.

In rotation, let pupils name the fruit they like.
Sandra: I like fruit. I like apples. (Turning to next pupil) What fruit do you like?

Teacher: Do you like apples?
Class: Yes, I do. I like apples.

Teacher: (Indicating all of the pupils) Do you like apples?
Class: Yes, I do. I like apples.

Teacher: (Indicating all of the pupils) Do you like apples?
Class: Yes, we do. We like apples.

Repeat for other fruit.

Review:

Days of the week.
Counting to twenty.

Notes for the Sixteenth Week of Teaching Pre-School English

With the necessity for constant review and repetition, probably some classes are not keeping up with the lesson plans. Please don't feel concerned about that. The important consideration is that you teach well what is undertaken. It is better for pupils to master a limited number of useable patterns than to cover all of them, but have none they can use.

The following quotation is from an advertising brochure put out by Allyn and Bacon, publishers: "When presenting a song or poem, it is not necessary for the children to understand each word. In time, memorized or frequently repeated words assume their full meaning."

With this philosophy in mind, we can vary the program for the younger children by presenting little action jungles which give them an opportunity to move while speaking. Most of the words should be meaningful to them, and such activity should be kept subordinate to the major purpose of the program.

The above mentioned brochure also states that, "Ear training is essential. Repeat a new word or sentence three or four times before having the child imitate you." It might be well for us to be concerned that our model patterns are clearly heard before the child is expected to imitate them.

Until pupils have a fairly strong hold on English, it seems advisable to teach English in the way all children learn their native language, by having them repeat what they hear.

Some of the words that appear in the beginning readers of the California State Series will be noted as you may want to give a little more additional practice on them.

Monday

Opening Pattern: I like oranges. (To next pupil) What fruit do you like?
Next Pupil: I like apples. What fruit do you like?
Suggested choices: grapes, lemons, bananas or any other fruit the pupil knows.

Review: mailman, letters, packages, bring, brought.

Place the Instucto figure of the mailman on the flannelboard.
Review these patterns:
This is the mailman.
This is a mailman.
Who is this?

This is Mr. Jones. He is a mailman.
He brings letters.
He brings packages.
What does he bring?

Dramatization:

Let Manuel be the mailman and Sandra be Mrs. Castro.
The boys will repeat the conversation of the mailman as Manuel acts the role.
The girls will repeat the conversation of Mrs. Castro as Sandra acts the role.

Sandra: Here is the mailman. (As Manuel starts toward her doorway)
Girls: Here is the mailman.

Manuel: Good morning, Mrs. Castro.
Boys: Good morning, Mrs. Castro.

Sandra: Good morning, Mr. Jones.
Girls: Good morning, Mr. Jones.

Sandra: What did you bring this morning?
Girls: What did you bring this morning?

Manuel: I brought a letter.
Boys: I brought a letter.

Sandra: (He gives the letter to Sandra) Thank you for the letter.
Manuel: You're welcome.

Jose: What did the mailman bring today?
Sandra: He brought a letter.

Jose: What did he bring yesterday?
Sandra: Yesterday he brought a package.

Drill on other patterns involving "bring" and "brought".
Suggested Patterns:
Sandra, bring me a pencil.
What did Sandra bring?
She brought a pencil.

Show pupils Picture #7.

New Vocabulary: shelf, cabbage, bunch, buy

Teacher: Mother and Sandra are in a grocery store.
Class: They are in a grocery store.
Teacher: Thes are heads of lettuce.
Class: They are heads of lettuce.

Teacher: These are heads of cabbage.
Class: They are heads of cabbage.

Note: "Cabbage" is one of the words used in the first grade books of Ginn and Co. Reading Series, a basic textbook in California schools.

Teacher: The cabbage is in a basket.
Class: The cabbage is in a basket.

Teacher: The heads of cabbage are in a basket.
Class: The heads of cabbage are in a basket.

Teacher: The heads of lettuce are in a basket.
Class: They are in a basket.

Discuss the meaning of "heads of cabbage".

Teacher: Is the cabbage in a basket?
Helpers: Is the cabbage in a basket?
Class: Yes, it is in a basket.

Teacher: Is the cabbage in a box?
Helpers: Is the cabbage in a box?
Class: No, it isn't in a box.

Teacher: Where is the cabbage?
Class: It is in a basket.

Teacher: Where is the lettuce?
Class: It is in a basket.

Call attention to the packages.
Teacher: These are packages.
Class: They are packages.

Teacher: This is a shelf.
Class It is a shelf.

Teacher: These are shelves.
Class: They are shelves.

Teacher: The packages are on the shelves.
Class: The packages are on the shelves.

Indicate just the row of yellow packages.
Teacher: These packages are on a shelf.
Class: The yellow packages are on a shelf.

In the clasroom, show the pupils books that are on a shelf.
Show the class papers that are on a shelf.

Drill on these patterns.
The books are on a shelf.
The papers are on a shelf.
Are the books on a shelf?
Where are the papers: They are on a shelf.

Teacher: Mother is in the grocery store. She is buying groceries.
Class: She is buying groceries.

"Groceries" is also used in the first grade readers of the Ginn Series.

Clarify the meaning of groceries and practice these patterns.
Mr. Castro is buying groceries.
What is Mrs. Castro buying?
Her groceries are in the basket.
Where are her groceries?
Are her groceries in the basket?

Tuesday

Opening Pattern: The mailman came yesterday. He brought letters.
(To next pupil) What did he bring to your house?

Next Pupil: The mailman didn't come to my house yesterday.

Review: Display Picture #7, showing the grocery store.

Practice these patterns:
What are these?
Those are grapes.
They're grapes.

I like fruit.
What do you like?
I like oranges.
I like apples.
I like cabbage. (Substitute other foods in the picture.)

Teacher: Sandra, does you sister like bananas?
Helpers: Sandra, does you sister like bananas?
Sandra: Yes, my sister likes bananas.

Teacher: Does Sandra's sister like bananas?
Class: Yes, she likes bananas.

Teacher: Sandra, does your sister like bananas?
Helpers: Sandra, does you sister like bananas?
Sandra: Yes, she likes bananas.

Teacher: Does Sandra's sister like bananas?
Class: Yes, her sister likes bananas.

Practice responses requiring the correct selection of "she" or "he".

Teacher: Manuel, do you like radishes?
Manuel: No, I don't like radishes.

Teacher: Manuel doesn't like radishes.
Class: He doesn't like radishes.

New Vocabulary: ice cream (word used in the first readers of the Ginn Series), flowers, at

Show the class Picture #13

Teacher: Sandra's family is at the table.
Class: They are at the table.

Teacher: Where is Sandra's family?
Class: They are at the table.

Teacher: They are eating ice cream.
Class: They are eating ice cream.

Teacher: Is Sandra eating ice cream?
Class: Yes, she is eating ice cream.

Teacher: Where is Sandra?
Class: She is at the table.

Teacher: What is Sandra doing?
Class: She is eating ice cream.

Teacher: Does Sandra like ice cream?
Class: Yes, she does.

Teacher: Jose, do you like ice cream?
Jose: Yes, I do. I like ice cream.

Teacher: Mrs. Castro can buy ice cream.
Class: She can buy at the grocery store.

Teacher: Mrs. Castro can buy ice cream at the grocery store.
Class: She can buy ice cream at the grocery store.

New Vocabulary: bought

Teacher: Mrs. Castro bought the ice cream at the store.
Class: She bought the ice cream at the store.

Practice saying:
Flowers are on the table.
Mrs. Castro is at the table.
Manuel is eating at the table.
Sandra is eating ice cream.
Does Sandra like ice cream.
Mrs. Castro bought the ice cream at the store.
Where did she buy the ice cream.

Relaxing Jingle, with actions.

Two little hands go clap, clap, clap.
Two little feet go tap, tap, tap.
With a quick little leap,
Jump from you chair.

Two little arms reach high in the air.
Two little feet go jump, jump, jump.

Wednesday

Opening Pattern: I like ice cream. Do you like ice cream?

Review: Dramatice A Visit to the Grocery Store.

Sandra: I like grapes.
Store Clerk: Do you want a bag of grapes?
Sandra: Yes, I want a bag of grapes.

Manuel: I like apples.
Clerk: Do you want a bag of apples?
Manuel: Yes, I want a bag of apples.

Mrs. Castro: I like lettuce.
Clerk: Do you want a head of lettuce?
Mrs. Castro: yes, I want a head of lettuce.

Sandra: I am putting the bag of grapes in our basket.
Manuel: I am putting the bag of grapes in our basket.

Mrs. Castro: I am putting the bag of grapes in our basket.

Clerk: Did you put your groceries in your basket?
Mrs. Castro: Yes, we put our groceries in our basket.

Pupils can use the learned patterns to vary the conversation concerning shopping in a grocery store.

Teacher: Sandra, do you like cabbage?
Helpers: Sandra, do you like cabbage?
Sandra: No, I don't, I don't like cabbage.

Teacher: Sandra does't like cabbage.
Class: She doesn't like cabbage.

Show the class Picture #13.

Teacher: Sandra is sitting down.
Class: She is sitting down.

Teacher: Sandra is eating.
Class: She is eating.

Repeat for each member of the family.

Teacher: Sandra is sitting down.
Class: She is sitting down.

Repeat for other family members.

Teacher: Sandra is at the table.
Class: Sandra is at the table.

Repeat for other family members.

Teacher: Where is Sandra?
Class: She is at the table.

Teacher: Is Sandra sitting down?
Helpers: Is Sandra sitting down?
Class: Yes, she is sitting down.

Teacher: Is Sandra standing up?
Helpers: Is Sandra standing up?
Class: No, *she's not. She's sitting down.*

Teacher: Is Sandra eating ice cream?
Helpers: Is Sandra eating ice cream?
Class: Yes, she is. She' eating ice cream.

Teacher: Is Sandra eating grapes?
Class: No, she isn't. She's eating ice cream.

Teacher: Does Sandra like ice cream?
Helpers: Does Sandra like ice cream?
Class: Yes, she likes ice cream.

Repeat for other members of the family.

Review: Relaxing Jingle: Use appropriate actions.

Two little hands go clap, clap, clap.
Two little feet go tap, tap, tap.
With a quick little leap,
Jump from your chair. (Remain standing)

Two little arms reach high in the air.
Two little feet go jump, jump, jump.

Thursday

Opening Pattern: I like to jump. (To next pupil) What do you like to do?
Suggestions: I like to read, to write, to eat, to sleep, to cook, etc

Choose three or four pupils to carry out the teacher's directions.

Teacher: Please bring me a book. (They bring a book to the teacher)
Teacher: Thank you.
Pupils: You're welcome.

Teacher: Please bring me a pencil. (They bring a pencil)
Teacher: Thank you.
Pupils: You're welcome.

Help individual pupils give directions to other pupils.

Teacher: Sandra, please bring me a book.
After the book has been given to the teacher.
Teacher: Thank you.
Sandra: You're welcome.

Teacher: What did Sandra do?
Helpers: What did Sandra do?
Teacher: She brought a book.
Class: She brought a book.

Teacher: Sandra, what did you do?
Sandra: I brought a book.

Teacher: Did Sandra bring a pencil?
Helpers: Did Sandra bring a pencil?
Class: No, she didn't. She brought a book.

Drill on these patterns, involving various pupils and groups of pupils. Arrange to have various pupils ask the questions.

New Vocabulary: want

Explain the difference between "like" and "want".

Place many objects on the table. Include a ball, an eraser, a book, a pencils, and a piece of red paper; various colors of crayons.

Teacher: I like these. (Indicates all of the objects) I want the pencil. (Takes it)
Class: You want the pencil.

Teacher: Sandra, what do you want?
Sandra: I want the red crayon. (Takes it)

Teacher: What does Sandra want?
Class: She wants the red crayon.

Sandra returns the crayon and chooses Manuel.

Teacher: Manuel, what do you want?
Manuel: I want the ball.

Manuel takes the ball.
Teacher: What does Manuel want?
Class: He wants the ball.

Teacher: Does Manuel want the red paper?
Class: No, he wants the ball.

Drill until the idea of "want" is clarified.

Dramatize by acting our What the Children Want to Eat.

Let two or three pupils speak together for each of the roles.
Mrs. Castro: Come to the table.
Sandra and Manuel come to the table.

Mrs. Castro: Please sit down.
Cheildren: Thank you.

Mrs. Castro: What do you want to eat?
Sandra: I want ice cream.

Mrs. Castro: We don't have ice cream. Do you want grapes?
Sandra: I like grapes, but I don't want grapes now.

Mrs. Castro: What do you want, Manuel?
Manuel: I want ice cream.
'Mrs. Castro: We don't have ice cream. Do you want fruit?
Manuel: I like apples. I want one now.

Repeat choosing various foods.

Bring to class pictures of various fruits.
Give pupils practice in saying:
I want bananas.
I don't want apples.
Do you want grapes?
No, I don't. I don't like grapes.
What do you want?
I want oranges. I like oranges.

Friday

Opening Pattern: I want to read. (Pretends to read a book.) What do you want to do?
Next Pupil: I want to stand up. (He does this) What do you want to do?
Next Pupil: I want to write on the blackboard. (He does) What do you want to do?
Next Pupil: I want to sing...etc. Each pupil does whatever he wants to do.
Show pupils picture of various fruits. Review the names of these fruits.
Have a pupil go around the classroom, offering fruit to eat to pupils.

Manuel: (Offering a picture of grapes to Sandra) Do you want grapes?
Sandra: No, I don't. I don't like grapes.
Manuel: What do you want?
Sandra: I want oranges. I like oranges.

Manuel gives the picture of oranges to Sandra:
Sandra: Thank you.
Manuel: You're welcome.

Again dramatize What the Children Want to Eat.

New Vocabulary: nedd

Teacher: I want to read a book. I need a book.
Class: You need a book.
Teacher gets a book and reads.
Teacher: I have a book. I can read.

Teacher: I want to write on the blackboard. (Indicates that she has no chalk) I need a piece of chalk.
She finds the chalk and starts to write.
Teacher: I have a chalk. I can write.

Teacher: I want to draw a picture. (Takes a paper but indicates that she needs crayons) I need crayons.

Teacher: Sandra, read, please.
Sandra: I need a book.

Teacher: Sandra needs a book.
Class: Sandra needs a book.

Sandra is given a book.
Teacher: Sandra has a book. Now she can read.
Class: She has a book. Now she can read.

Teacher: (Indicate the whole class) Write your names.
Class: We need pencils to write our name.

Give practice in the use of "need" by telling pupils to draw, to write, and to read.

Review: Place a number of objects on a table. Give pupils turns selecting two objects at a time and holding them up for the class to see.
Sandra: I have a ball and a pencil.
Class: You have a ball and a pencil.

Sandra: Manuel, what do I have?
Manuel: You have a ball and a pencil.

Sandra chooses Jose to replace her at the table. The new person selects two objects.
Jose: I have a book and a piece of paper.
Class: You have a book and a piece of paper.

Jose: What do I have?
Class: You have a book and a piece of paper.

Jose: Do I have a ball?
Class: No, you don't have a ball.

Jose: Rosa, do I have a pin?
Rosa: No, you don't have a pin.

Give practice in "no, you don't" to avoid "you no have."

Teacher: Does Jose have a basket?
Class: No, he doesn't.

If time permits, review other patterns which need to become automatic with pupils.

Notes for the Seventeenth Week of Teaching Pre-School English

Whenever there is a choice of words to be used in a given pattern, ones which appear in California State Series textbooks are chosen in preference to their synonyms which do not occur in the materials pupils will be reading. It is hoped that the patterns so taught will help directly in the pupils' reading programs.

Monday:

Opening Pattern: I want to read. I need a book. (To next pupil) What do you need?
Next Pupil: I want to write. I need a pencil. (To next pupil) What do you need?
Next Pupil: I want to play. I need a ball. (To next pupil) What do you need?
Next Pupil: I want to write on the blackboard. I need a piece of chalk. (To next pupil) What do you need?
Next Pupil: I want to draw. I need a crayon. What do you need?

Review: shelf, shelves

Show Picture #7
Patterns:

This is a shelf.
It is a shelf.

These are shelves.
They are shelves.

These packages are on a shelf.
The packages are on shelves.

Where are the packages?
They are on the shelves.

New vocabulary: groceries

Teacher: Mother and Sandra are in the grocery store.
Class: They are in the grocery store.

Teacher: They are buying groceries.
Class: They are buying groceries.

Teacher: What are Mother and Sandra doing?
Class: They are buying groceries.

Explain that foods are "groceries."

Later, we will do more with the grocery store, but it seems best to introduce other pictures to sustain interest.

Show pupils Picture #11.

Review:

This is Mother.
This is Sandra.
She is Sandra.
This is Manuel.
He is Manuel.

They are in the kitchen.
(On the Instructo House, name the rooms)

New vocabulary: wear, apron

Teacher: Girls wear dresses.
Class: Girls wear dresses.

Teacher: See Sandra's dress.
Teacher: Sandra is wearing a dress.
Class: She is wearing a dress.

Teacher: What is Sandra wearing?
Helpers: What is Sandra wearing?
Class: She is wearing a dress.

Indicate the dresses of pupils in the classroom. Give practice in saying:
She is wearing a dress.

Teacher: Manuel is wearing a shirt.
Class: He is wearing a shirt.

Call attention to the aprons.
Patterns to practice:
It is an apron.
It's an apron.

Mother is wearing an apron.
Sandra is wearing an apron.

Mother and Sandra are wearing aprons.
What are they wearing?
They are wearing aprons.

Review Jingle:

Two little hands go clap, clap, clap;
Two little feet go tap, tap, tap.
With a quick little leap,
Jump from your chair. (Remain standing)
Two little arms reach high in the air.
Two little feet go jump, jump, jump.

Tuesday:

Opening Pattern:	I am wearing a dress. (To next pupil) What are you wearing?
Next pupil:	I'm wearing a shirt. What are you wearing?

Review:

This is my dress.
It's her dress.

Manuel is wearing a shirt.
He is wearing a shirt.

These are my shoes.
Those are your shoes.

This is a sweater.
It's a sweater.

New vocabulary: help

Show Picture #5

Teacher:	Mother is cooking.
Class:	She is cooking.
Teacher:	Mother is cooking on the stove.
Class:	She is cooking on the stove.

Show Picture #11

Teacher:	Sandra is helping Mother.
Class:	Sandra is helping Mother.
Teacher:	Sandra is helping Mother in the kitchen.
Class:	She is helping Mother in the kitchen.

Teacher: Manuel can help Mother.
Class: Manuel can help Mother.

Discuss the picture with the pupils.
Teacher: Can you help your Mother?
Rosa: Yes, I can help my Mother.

Teacher: Do you help your Mother?
Rosa: Yes, I help my Mother.

Give practice in the use of "help."

Teacher: Manuel and Sandra are helping Mother.
Class: They are helping Mother.

Teacher: What are Manuel and Sandra doing?
Helpers: What are Manuel and Sandra doing?
Class: They are helping Mother.

Again refer to Picture #5. Shoe Picture #3. Discuss relationship of the pictures.
Teacher: Mrs. Castro is cooking.
Class: She's cooking.

Teacher: Mrs. Castro cooks breakfast.
Class: She cooks breakfast.

Teacher: Mrs. Castro cooks breakfast every morning.
Class: She cooks breakfast every morning.

Teacher: When does Mrs. Castro cook breakfast?
Helpers: When does Mrs. Castro cook breakfast?
Class: She cooks breakfast every morning.

Show Picture #8.
Teacher: The family is eating dinner.
Class: They are eating dinner.

Teacher: Mother cooks dinner.
Class: Mother cooks dinner.

Teacher: Who cooks dinner?
Helpers: Who cooks dinner?
Class: Mother cooks dinner.

New vocabulary: evening

Teacher: Mother cooks dinner every evening.
Class: She cooks dinner every evening.

Teacher: What does Mother cook every evening?
Helpers: What does Mother cook every evening?
Class: She cooks dinner every evening.

Teacher: We eat dinner every evening.
Class: We eat dinner every evening.

Teacher: What do we eat every evening?
Class: We eat dinner every evening.

Teacher: What does Mrs. Castro cook every evening?
Class: She cooks dinner every evening.

Teacher: Sandra, what does your mother cook every evening?
Class: Sandra, what does your mother cook every evening?
Sandra: She cooks dinner every evening.

Teacher: Rosa, what does your mother cook every morning?
Class: Rosa, what does your mother cook every morning?
Rosa: She cooks breakfast every morning.

Wednesday:

Opening Pattern: My mother cooks breakfast every morning. (To next pupil) What does your mother cook every morning?

Review Patterns: Picture #11

Sandra is helping her mother.
Manuel is helping Mother.
Sandra and Manuel are helping Mother.
They are helping Mother.
What are Sandra and Manuel doing?

Manuel is wearing a shirt.
Sandra is wearing a dress.
Sandra is wearing an apron.
Mother is wearing an apron.
What are Mother and Sandra wearing?
They are wearing aprons.

Where is Mrs. Castro?
Mrs. Castro is in the kitchen.
Sandra and Manuel are in the kitchen.
They are in the kitchen.

Teacher: When does your mother cook breakfast?
Class: She cooks breakfast every morning.

Teacher: When does your mother cook dinner?
Helpers: When does your mother cook dinner?
Class: She cooks dinner every evening.

New Vocabulary: dishes

Make clear the meaning of dishes by showing them in Picture #1, Picture #3, and Picture #8.

Give practice on these patterns:
The dishes are on the table.
The family needs dishes. (Review patterns for need.)
I want to read a book. I need a book.
I want to write. I need a pencil.

Show Picture #9
Sandra is washing her hands.

Teacher: Mrs. Castro washes the dishes every morning.
Class: Mrs. Castro washes the dishes every morning.

Teacher: Sandra helps her mother.
Class: Sandra helps her mother.

Teacher: Sandra helps her mother wash the dishes.
Class: Sandra helps her mother wash the dishes.

Teacher: Mrs. Castro washes the dishes every evening.
Class: She washes the dishes every evening.

In Picture #11, teach New Vocabulary: egg, bowl, cupboard, can, cup

Teacher: Mother is putting the can on the cupboard.
Class: She's putting the can on the cupboard.

Discuss things mother does.
Mother works.
Mother washes dishes.
Mother washes clothes.
Mother washes my hair.
Mother cooks breakfast every morning.
Mother cooks dinner every evening.
Mother helps me.
Mother helps Manuel.

Things I do:
I help Mother.
I wash my hands every morning.

I eat breakfast every morning.
I play every day.
I read every day.
I write every day.
I eat dinner every night.
I get up every morning.
I sleep every night.

Thursday:

Opening Pattern: I help my mother every day. (To next pupil) Do you help your mother?

New Vocabulary: toys, airplane, boat, horn, jump, rope, dog

Discuss Picture #12

Introduce and give practice naming the objects in the picture.

Teacher: Manuel is putting the toy on the shelf.
Class: He is putting the toy on the shelf.

Teacher: What toy is Manuel putting on the shelf?
Class: It's an airplane.

Teacher: What is Manuel doing?
Helpers: What is Manuel doing?
Class: He is putting the airplane on the shelf.

Other patterns:

The dog is playing.
The dog is playing with a jump rope.
He's playing with a jump rope.

Sandra is helping Manuel.
She's helping Manuel.
What toys do you see?

Dramatize a classroom situation in which the teacher and boys and girls discuss health habits.

Suggested Patterns:

Eat breakfast every day.
Wash your hands with soap.
Wash your hair. (not "the hair")

Brush your teeth every morning.
Eat dinner every evening.
Eat fruit every day.
Get up every morning.
Wash your face every morning.
Play every day.
Run every day.
Drink water.

In the role playing, give practice to each child in asking and answering questions involving the words of the above patterns.

Friday:

Opening Pattern: My mother washes clothes every Monday. (To next child) When does your mother wash clothes?

Review: don't, doesn't

Teacher:	Sandra, do you wash clothes every morning?
Helpers:	Do you wash clothes every morning?
Sandra:	No, I don't. I don't wash clothes every morning.
Class:	She doesn't wash clothes every morning.

Teacher:	Manuel, does your mother play ball every evening?
Helpers:	Manuel, does your mother play ball every evening?
Manuel:	No, she doesn't. She doesn't play ball every evening.
Class:	Manuel's mother doesn't play ball every evening.

Give practice on other questions and negative answers.

From Picture #11, teach milk and review egg.

Teacher:	Drink milk every morning.
Sandra:	Do you drink milk every morning?
Sandra:	Yes, I do. I drink milk every morning.
Class:	She drinks milk every morning.

Patterns to practice.
Do you eat eggs every morning?
Does your sister drink milk every morning?
Does your brother cook breakfast?

Song to sing: To the tune of Around the Mulberry Bush
This is the way we wash the clothes.
Wash the clothes, wash the clothes.
This is the way we wash the clothes,
Every Monday morning.

This is the way we cook our eggs,
Cook our eggs, cook our eggs.
This is the way we cook our eggs
Every Tuesday morning.

This is the way we drink our milk,
Drink our milk, drink our milk,
This is the way we drink our milk
Every Wednesday morning.

Picture #11

Teacher: Is Manuel helping Mother?
Class: Yes, Manuel is helping Mother.

Teacher: Is Sandra helping Mother?
Class: Yes, Sandra is helping Mother.

Teacher: Is Father helping Mother?
Class: No, he isn't. The mailman isn't helping Mother.

Picture #12

Teacher: Is Sandra helping Manuel?
Class: Yes, she is. She's helping Manuel.

Teacher: Is the dog helping Manuel?
Class: No, he isn't. He isn't helping Manuel.

Picture #7

Teacher: Is the clerk helping Mother?
Class: Yes, he is. He's helping Mother.

Teacher: Is Sandra helping Mother?
Class: Yes, she is. She's helping Mother.

Teacher: Is Manuel helping Mother?
Class: No, he isn't. He isn't helping Mother.

Review: over

Picture #4

Teacher: Sandra is jumping over the broomstick.
Class: She's jumping over the broomstick.

Teacher: What is Sandra doing?
Class: She's jumping over the broomstick.

Teacher: Is Sandra jumping in the broomstick?
Class: No, she isn't. She's jumping over the broomstick.

Picture #6

Teacher: Mr. Castro is driving over the bridge.
Class: He's driving over the bridge.

Teacher: What is Mr. Castro doing?
Class: He's driving over the bridge.

Teacher: Is Mr. Castro driving over a book?
Class: No, he isn't. He's driving over the bridge.

Notes for the Eighteenth Week of Teaching Pre-School English

Probably, considerable teacher judgment should be exercised in the degree of completeness to expect from a pupil answering a question. After all, we are striving for natural, conversational responses. To insist on a complete sentence when a phrase is the reasonable answer is to defeat our purpose. At the same time, we want to teach patterns that make the correct usage automatic. To give the needed practice, we need to have pupils use sentences most of the time. Thus, we teach, in response to "where is your mother?" the answer, "she is in the kitchen."

One of the most frequent errors pupils make seems to be the use of "buy" instead of "bought". This week we are trying to make automatic the correct patterns in response to "where did you get that?"

Monday

Opening Pattern: Have pupils decide what they like to do and what they need to do.

First Pupil: I want to read. I need a book. (To next pupil) What do you need?
Next Pupil: I want to write. I need a pencil. What do you need?

Show the class Picture #7.
Teacher: Mrs. Castro is in the grocery store.
Class: She's in the grocery store.

Teacher: Where is Mrs. Castro?
Helpers: Where is Mrs. Castro?
Class: She's in the grocery store.

Teacher: Sandra is in the grocery store.
Class: She's in the grocery store.

Teacher: Where is Sandra?
Helpers: Where is Sandra?
Class: She's in the grocery store.

Teacher: Mrs. Castro and Sandra are in the grocery store.
Class: They're in the grocery store.

Teacher: Where are Mrs. Castro and Sandra?
Helpers: Where are Mrs. Castro and Sandra?
Class: They're in the grocery store.

Teacher: This is the clerk.
Class: He's the clerk.

Teacher: Who is this?
Class: He's the clerk.

Teacher: The clerk is putting grapes in a bag.
Class: The clerk is putting grapes in a bag.
Teacher: Yes, he's putting grapes in a bag.

Teacher: What is the clerk doing?
Helpers: What is the clerk doing?
Class: He's putting grapes in a bag.

Teacher: Is the clerk putting grapes in a bag?
Class: Yes, he's putting grapes in a bag.

Teacher: Is the clerk putting apples in a bag?
Helpers: Is the clerk putting apples in a bag?
Class: No, he isn't. He isn't putting apples in a bag.

Give practice on "Is he putting lemons in a bag?"

Teacher: Sandra is putting a bottle in a basket.
Class: She is putting a bottle in a basket.

Teacher: What is the clerk doing?
Helpers: What is the clerk doing?
Class: He's putting grapes in a bag.

Teacher: What is Sandra doing?
Helpers: What is Sandra doing?
Class: She's putting a bottle in a basket.

Indicate the fresh produce and the groceries on the shelves.
Teacher: These are groceries.
Class: They are groceries.

Teacher: What are in the store?
Class: Groceries are in the store.
Teacher: Yes, groceries are in the store. It is a grocery store.

Teacher: Mrs. Castro is buying groceries.
Class: She's buying groceries.

Teacher: What is Mrs. Castro doing?
Helpers: What is Mrs. Castro doing?
Class: She is buying groceries.

Teacher: Mrs. Castro buys groceries every Saturday.
Class: She buys groceries every Saturday.

Teacher: Mrs. Castro is buying grapes.
Class: She is buying grapes.

Teacher: Where does Mrs. Castro get grapes?
Class: Mrs. Castro buys grapes.
Teacher: Yes, Mrs. Castro buys grapes at the grocery store.

Teacher: Wher does Mrs. Castro get apples?
Class: She buys apples at the grocery store.
Teacher: Yes, she buys apples at the grocery store.

Give practice on:
Where does Mrs. Castro get lettuce?
Where does Mrs. Castro get potatoes?

Teacher: Is Mrs. Castro buying groceries?
Class: Yes, she is. She's buying groceries.

Teacher: Is Mrs. Castro washing clothes?
Class: No, she isn't. She isn't washing clothes.

Teacher: What is Mrs. Castro doing?
Class: She's buying groceries.

If time permits, dramatize Buying Groceries at the Grocery Store.

Suggested Patterns:
I want apples.
Put the apples in a bag.
I want two heads of lettuce.
Please put the lettuce in a bag.
I want a head of cabbage.
Please put the cabbage in a bag.

Teacher: Mrs. Castro buys groceries every Saturday.
Class: She buys groceries every Saturday.

Teacher: When does Mrs. Castro buy groceries?
Helpers: When does Mrs. Castro buy groceries?
Class: She buys groceries every Saturday.

Teacher: Does Mrs. Castro buy groceries every Saturday?
Class: Yes, she does. She buys groceries every Saturday.

Teacher: Does Mrs. Castro buy groceries every Sunday?
Helpers: Does Mrs. Castro buy groceries every Sunday?
Class: No, she doesn't. She doesn't buy groceries every Sunday.

Tuesday

Opening Pattern: My mother buys groceries every Saturday. (To next pupil) When does your mother buy groceries?

Show the class Picture #13
Teacher: The family is eating ice cream.
Class: The family is eating ice cream.

Teacher: Mother buys ice cream at the grocery store.
Class: Mother buys ice cream at the grocery store.
Teacher: Yes, she buys ice cream at the grocery store.

Teacher: Where does Mother get ice cream?
Helpers: Where does Mother get ice cream?
Class: She buys ice cream at the grocery store.

Teacher: Does Mother buy ice cream at the grocery store?
Class: Yes, she does. Mother buys ice cream at the grocery store.

Teacher: Does Mother buy ice cream at school?
Helpers: Does Mother buy ice cream at school?
Class: No, she doesn't. She doesn't buy ice cream at school.

Again refer to the picture.

Teacher: Sandra likes ice cream.
Class: She likes ice cream.

Teacher: Sandra is eating ice cream.
Class: She's eating ice cream.

Teacher: Mrs. Castro bought the ice cream at the grocery store.
Class: Mrs. Castro bought the ice cream at the grocery store.

Teacher: Where did Mrs. Castro get the ice cream?
Helpers: Where did Mrs. Castro get the ice cream?
Class: Mrs. Castro bought the ice cream at the grocery store.
Teacher: Yes, she bought the ice cream at the grocery store.

Teacher: Did Mrs. Castro buy the ice cream at the grocery store?
Helpers: Did Mrs. Castro buy the ice cream at the grocery store?
Class: Yes, she did. She bought the ice cream at the grocery store.

Teacher: Did Mrs. Castro buy the ice cream at school?
Class: No, she didn't. She didn't buy the ice cream at school.

Teacher: Where did Mrs. Castro buy the ice cream?
Class: She bought the ice cream at the grocery store.

Teacher: Mrs. Castro went to the store Saturday.
Class: She went to the store Saturday.

Teacher: Mrs. Castro bought grapes at the store.
Class: She bought grapes at the store.

Teacher: What did Mrs. Castro buy at the store?
Class: She bought grapes at the store.

Teacher: Did Mrs. Castro buy grapes at the store?
Class: Yes, she did. She bought grapes at the store.

Discuss Sandra's dress.
Teacher: Sandra, did your mother buy your dress at the store?
Helpers: Did you mother buy your dress at the store?
Sandra: Yes, she did. My mother bought my dress at the store.

Teacher: Sandra's mother bought her dress at the store.
Class: Her mother bought her dress at the store.

Teacher: Sandra, where did you get your dress?
Sandra: My mother bought my dress at the store.

Teacher: Where did Sandra get her dress?
Class: Her mother bought her dress at the store.

Wednesday

Opening Pattern: My mother bought groceries Saturday. (To next pupil) When did your mother buy groceries.

Display Picture #14 from B-Picture Envelope.
Patterns:
Sandra is eating dinner.
Sandra is sitting down.
Manuel is drinking milk.
Manuel is sitting at the table.
Manuel likes milk.
Jose is eating carrots
Jose likes carrots
Jose is sitting at the table

Teacher: The children are eating dinner.
Class: They are eating dinner.

Teacher: The children are eating at the table.
Class: They are eating at the table.

Teacher: What are the children doing?
Helpers: What are the children doing?
Class: They are eating dinner.

Teacher: Where are they eating?
Helpers: Where are they eating?
Class: They are eating at the table.

Teacher: The apples are in a bowl.'
Class: The apples are in a bowl.

Teacher: Where are the apples?
Class: They're in a bowl.

Teacher: Where are the children?
Class: They're at the table.

Give practice on "they're". Patterns to use:

Where are the books?
They're on the table.

Where are the pencils?
They're in the books.

Where are the papers?
They're on the shelf.

Review: How many?

Teacher: Count the children.
Class: One, two, three.

Teacher: How many children do we see?
Class: We see three children.

Teacher: Count the apples.
Class: One, two, three.

Teacher: How many apples do we see?
Class: We see three apples.

Teacher: Mother bought the apples at the grocery store.
Class: She bought the apples at the grocery store.

Teacher: Where did Mother get the apples?
Class: She bought the apples at the grocery store.

Again refer to Picture #14.
Patterns:
This is a plate.
This is a knife.
This is a glass.
This is a glass of milk.
This is a piece of meat.

Teacher: A piece of meat is on Manuel's plate.
Class: A piece of meat is on Manuel's plate.

Let pupils take turns asking "Sandra, what do you see?"
Sandra: I see a piece of meat on Manuel's plate.

Rosa: Lupe, what do you see?
Lupe: I see a potato on Sandra's plate.

Teacher: What do you like, Sandra?
Sandra: I like milk.

Teacher: Where does your mother get milk?
Sandra: My mother buys milk at the store.

Dramatize Having Dinner. Patterns to use:

What do you want?
Do you like_______________?
Where did Mother get the___________?
She bought the apples at the store.

Thursday

Opening Patterns: My father bought my shoes. (To next pupil) Who bought you shoes?
Next Pupil: My mother bought my shoes. Who bought your shoes?

Review: Colors of clothes. Review of pronouns.

Teacher: Sandra's dress is red.
Class: Her dress is red.
Sandra: My dress is red.

Teacher: What color is Sandra's dress?
Class: Her dress is red.

Teacher: Sandra, where did you get your dress?
Sandra: My mother bought my dress at the store.

Teacher: Her mother bought her dress.
Class: Her mother bought her dress.

Teacher: Manuel's shirt is green.
Class: His shirt is green.
Manuel: My shirt is green.

Teacher: What color is Manuel's shirt?
Class: His shirt is green.

Teacher: Manuel's father bought his shirt at the store.
Class: Manuel's father bought his shirt at the store.

Teacher: Where did Manuel get his shirt?
Class: His father bought it at the store.

Manuel may tell the colors of his shoes, socks, pants and shirt.

Have pairs of pupils practice asking each other the colors of items of clothing.

First Pupil: What color is your dress?
Second Pupil: It's red.

First Pupil: Is my dress green?
Second Pupil: No, it isn't green. It's red.

Distribute the crayons from one box of crayons.

Sandra: Holding up the red crayon) This crayon is red.
Manuel: (Holding up the purple crayon) This crayon is purple.

Repeat the pattern for each color.

Distribute the crayons from another box of crayons, giving each child two of the same color.
Sandra: (Holding up two red crayons) These crayons are red.
Teacher: What color are those crayons?
Class: (Pointing) Those crayons are red.

Teacher: What color are those crayons, Sandra?
Sandra: They're red.

Manuel: (Holding up two green crayons) These crayons are green.
Class: (Pointing) Those crayons are green.
Teacher: Yes, they're green.

Teacher: (Pointing to the two green crayons) What color are those crayons?
Class: They're green.
Teacher: Yes, they're green

Continue this practice for the other colors.

Teacher: I eat breakfast every morning.
Class: I eat breakfast every morning.

Teacher: I ate breakfast this morning.
Class: I ate breakfast this morning.

Teacher: Sandra, did you eat breakfast this morning?
Sandra: Yes, I ate breakfast this morning.

Teacher: Did Sandra eat breakfast this morning?
Class: Yes, she did. She ate breakfast yesterday.

Teacher: I eat dinner every evening.
Class: I eat dinner every evening.

Teacher: I eat dinner every evening.
Class: I eat dinner every evening.

Teacher: When do you eat dinner?
Class: I eat dinner every evening.

Teacher: When do you eat breakfast?
Class: I eat breakfast every morning.

Teacher: Manuel, did you eat dinner yesterday?
Manuel: Yes, I did. I ate dinner yesterday.

Teacher: Did Manuel eat dinner yesterday?
Class: Yes, he did. He ate dinner yesterday.

Give practice on:
Did you drink a glass of milk yesterday?
Yes, I did. I drank a glass of milk yesterday.

If time permits, play Who Is There?

Sandra stands near the teacher's desk with her back to the class and her hands covering her eyes. A pupil tiptoes up and knocks on the desk.

Sandra: Who is there?
Class: Who is there?

Sandra: Is it Manuel?
Class: No, it isn't. It isn't Manuel.

Sandra: Is it Rosa?
Class: Yes, it is. It's Rosa.

Rosa takes Sandra's place. After Rosa has hidden her eyes, Sandra quietly touches some child who tiptoes up to the desk and knocks on it.

Rosa: Who is there?
Class: Who is there?

Rosa: Is it Ramon?
Class: No, it isn't. It isn't Ramon.

Friday

Opening Pattern: Today is Friday. Yesterday was Thursday. (To next child) What day was yesterday?

Review the days of the week.

Teacher: Do you go to school every Saturday?
Class: No, I don't. I don't go to school on Saturdays.

Teacher: Do you read every Monday?
Class: Yes, I do. I read every Monday.

Teacher: Do you write every Tuesday?
Helpers: Do you write every Tuesday?
Class: Yes, I do. I write every Tuesday.

Teacher: Do you go to school every Sunday?
Class: No, I don't. I don't go to school on Sundays.

Teacher: Sandra, do you wash your face every morning?
Sandra: Yes, I do. I wash my face every morning.
Class: Sandra washes her face every morning.

Teacher: Do you eat breakfast every morning?
Helpers: Do you eat breakfast every morning?
Class: Yes, I do. I eat breakfast every morning.

Other patterns:

Do you eat dinner every evening?
Do you wash your hands every day?
Does your mother wash your clothes?
Do you sleep every night?

Place the flannelboard house in view of the pupils.
Review the rooms of the house.

Place the figure of the mailman in the living room.
Teacher: The mailman is in the living room.
Class: He is in the living room.

Teacher: Where is the mailman?
Class: He is in the living room.

Place the felt figure of Mother in the bathroom.
Teacher: Mother is in the bathroom.
Class: She is in the bathroom.

Teacher: Sandra, where do you brush you teeth?
Sandra: I brush my teeth in the bathroom.
Class: She brushes her teeth in the bathroom.

Teacher: Manuel, where do you wash your hands.?
Manuel: I wash my hands in the bathroom.
Class: He washes his hands in the bathroom.

Let pupils have turns placing the felt figures in rooms of their choice and making appropriate statements.

Teacher: Where does Mother cook?
Class: She cooks in the kitchen.
Teacher: Yes, she cooks in the kitchen.

Teacher: Where do the children eat breakfast?
Class: They eat breakfast in the kitchen.

Review: have, has

Teacher: Sandra, get a book, please.
After Sandra has the book in her hand.
Teacher: Manuel, what does Sandra have?
Manuel: She has a book.
Class: She has a book.

Teacher: Manuel and Rosa, please get the erasers.
After they have them in their hands,
Teacher: What do they have?
Class: They have erasers.

Let pupils practice saying,

Sandra has a book
She has a book.
What does she have?

They have erasers.
Manuel and Rosa have erasers.

Manuel has an eraser.
He has an eraser.

What does he have?
What do they have?

If time permits, play Who Has the Button?

Notes for the Nineteenth Week of Pre-School English

Please continue to give as much practice as time permits on patterns introduced in previous lessons.

Monday:

Opening Pattern: I like apples. What fruit do you like?
Next Pupil: I like grapes. What fruit do you like?

New Vocabulary: fast

Teacher: I can write my name. (Write your name.)
Class: You can write your name.

Teacher: I can write my name fast. (Write your name very fast.)
Class: You can write fast.

Repeat the above, making the meaning of "fast" very clear.

Teacher: Sandra, please walk to the door.
Sandra: I can walk to the door.
Class: She can walk to the door.

Teacher: Sandra, please walk fast.
Class: She can walk fast.
Sandra: I can walk fast.

Teacher: Manuel, please walk fast.
(As Manuel is walking)
Teacher: Manuel is walking fast.
Class: He is walking fast.
Manuel: I am walking fast.

Teacher: What is Manuel doing?
Class: He is walking fast.
Manuel: I am walking fast.

Re-enforce the meaning of "now."

Teacher: I am walking. (Walks at normal speed.)
Teacher: Now I'm walking fast. (Definitely increases speed.)

Teacher: Sandra, please walk to the window.
Class: She is walking to the window.

Teacher: Walk fast to the window now.
Class: Now she is walking fast.
Sandra: Now I'm walking fast.

Give practice on the following patterns:
Write your name.
Now, write fast.
I'm writing fast.
She's writing fast.

Run to the door.
Now run fast.

I can jump fast.
She is jumping fast.

Game:
Teacher: This is an eraser.
Class: It's an eraser.
Teacher places the eraser in a box.

Teacher: This is a penny.
Class: It's a penny.
Teacher places the penny in the box.

Teacher: This is a piece of chalk.
Class: It's a piece of chalk.
Teacher places the piece of chalk in the box.

Teacher: This is a picture.
Class: It's a picture.

With her hand hidden in the box, Sandra holds one of the items.

Class: What do you have?
Sandra: Manuel, what do I have?

Manuel: Do you have the picture?
Class: Do you have the picture?

Sandra: No, I don't. I don't have the picture.
Class: She doesn't have the picture.

Class: What do you have?
Sandra: Rosa, what do I have?

Rosa: Do you have the piece of chalk?
Class: Do you have the piece of chalk?

Sandra: Yes, I do. I have the piece of chalk.
Class: She has the piece of chalk.

It is now Rosa's turn to select an item from the box.

Tuesday:

Opening Pattern: I am wearing a dress. My mother bought it. What are you wearing?
Next Pupil: I'm wearing a shirt. My father bought it. What are you wearing?

Discuss Picture #15 with your class. (This picture belongs in Picture Envelope B)

New Vocabulary: suit, bell, push, wagon, sell

Teacher: The man wears a white suit.
Class: The man wears a white suit.

Teacher: What does the man wear?
Class: He wears a white suit.

Teacher: The man is wearing a white suit.
Class: He is wearing a white suit.

Teacher: What is the man wearing?
Class: He is wearing a white suit.

Teacher: The man is selling ice cream.
Class: He is selling ice cream.

Teacher: What is the man doing?
Class: He is selling ice cream.

Teacher: The ice cream is in his wagon.
Class: The ice cream is in his wagon.

Teacher: Where is the ice cream?
Class: It is in his wagon.

Teacher: This is his wagon.
Class: It is his wagon.

Teacher: What is in his wagon?
Class: Ice cream is in his wagon.

Teacher: The man is pushing his wagon.
Class: He is pushing his wagon.

Teacher: I can push the desk. (Demonstrate)
Teacher: I'm pushing the desk.

Teacher: Manuel, push the wastepaper basket.
Class: He is pushing the wastepaper basket.

Give practice pushing known items in the room.

Teacher: This is a bell. (Points to one of the bells on the wagon)
Class: It is a bell.

Teacher: These are bells.
Class: They are bells.

Teacher: The bells ring.
Class: They ring.

Discuss the middle picture on the page, Picture #15

Teacher: Manuel bought ice cream.
Class: He bought ice cream.

Give practice on the following patterns:
Manuel bought ice cream.
He is giving ice cream to Mother.

Sandra is eating ice cream.
His brother wants ice cream.
(The brother is the boy reaching for an ice cream cone)
Sandra likes ice cream.
Does Sandra like ice cream?
Yes, she does. She likes ice cream.
Does Mother want ice cream?
Yes, she does. She wants ice cream.

Wednesday:

Opening Pattern: I eat breakfast every morning. Do you?
Yes, I do. I eat breakfast every morning. Do you?

Display Picture #15 from B Picture Envelope.

Review Patterns:

The man wears a white suit.
The man sells ice cream.
The ice cream is in the wagon.

The man is pushing the wagon.
The man pushes the wagon.

Manuel bought ice cream.
His brother wants ice cream.
Sandra likes ice cream.
Manuel is giving ice cream to Mother.
He's giving ice cream to Mother.

Refer to the picture at the bottom of the page of Picture #15.
New vocabulary: weigh

Teacher: Mother is in a grocery store.
Class: She is in a grocery store.

Teacher: This is a clerk.
Class: He is a clerk.

Teacher: Who is he?
Class: He is a clerk.

Teacher: Is he a doctor?
Class: No, he isn't. He isn't a doctor.

Teacher: Is he a teacher?
Class: No, he isn't. He isn't a teacher.

Teacher: What is he?
Class: He's a clerk.

Teacher: The clerk is wearing an apron.
Class: He is wearing an apron.

Give practice on these patterns:
Mother is wearing a hat.
The hat is on her head.
What is Mother wearing on her head?

Teacher: Mother wants to buy fruit.
Class: She wants to buy fruit.

Teacher: The clerk is weighing the peaches.
Class: He is weighing the peaches.

Teacher: What is the clerk doing?
Class: He is weighing the peaches.

Teacher: The clerk weighs the peaches.
Class: He weighs peaches.

Teacher: The clerk weighs fruit.
Class: He weighs fruit.

Teacher: Does the clerk weigh pencils?
Class: No, he doesn't weigh pencils.
Teacher: No, he doesn't weigh pencils. He weighs fruit.

Teacher: The clerk is selling fruit and Mother is buying fruit.

Dramatize Selling Ice Cream. Patterns to use:

I can push the wagon.
What is in your wagon?
The ice cream is in my wagon.

What do you want?
I want ice cream.

What do you sell?
I sell ice cream.

Please give me some ice cream.
Please give me the money.
Please give me some pennies.

I like ice cream.
My brother wants ice cream.
Thank you.

Thursday:

Opening Pattern: I'm wearing a blue dress. What are you wearing?
Next pupil: I'm wearing brown shoes. What are you wearing?
Next pupil: I'm wearing a red shirt. What are you wearing?

Teacher: Please tell me what you are wearing.
My dress is red; my socks are white. My shoes are brown. I have a green sweater.

Give other pupils a turn to describe clothing.
Display and discuss Picture #16.
New Vocabulary: balloon, pocket, elephant

Teacher: (pointing to the green balloon) This is a balloon.
Class: It's a balloon.

Teacher: This is a green balloon.
Class: It's a green balloon.

Teacher: (indicating the bunch of balloons) These are balloons.
Class: They are balloons.

Teacher: The man is selling balloons.
Class: He is selling balloons.

Teacher: Sandra wants a balloon.
Class: Sandra wants a balloon.

Teacher: What does Sandra want?
Class: She wants a balloon.
Teacher: Yes, Sandra wants a balloon and the man wants to sell a balloon.

Teacher: What does the man want to do?
Class: The man wants to sell a balloon.

Teacher: Manuel is buying a balloon.
Class: He is buying a balloon.

Teacher: What is Manuel doing?
Class: He is buying a balloon.
Teacher: Yes, he is buying a balloon.

Teacher: Manuel needs money.
Class: He needs money.

Teacher: Manuel is counting his money.
Class: He is counting his money.

Teacher: Manuel's money is in his hand.
Class: His money is in his hand.

Teacher: (indicating the boy in the green shirt) This is Jose.
Class: He is Jose.

Give practice on these patterns:
Jose's hand is in his pocket. (Avoid "The hand of Jose")
Where is Jose's hand?

Manuel is counting his money.
Where is Manuel's money?
His money is in his hand.

Manuel wants to buy a balloon.
The man wants to sell a balloon.

Teacher: What does Sandra want?
Class: She wants a balloon.

Dramatize Selling Balloons.

Action Jingle to relieve muscles.

All pupils seated, Touch parts of body as indicated in the jingle.

Head, shoulders, knees, and toes.
Head, shoulders, knees, and toes.
Head, shoulders, knees, and toes.
We'll all stand up together. (Everyone stands)

Head, shoulders, knees, and toes.
Head, shoulders, knees, and toes.
Head, shoulders, knees, and toes.
We'll all turn around together. (Everyone turns around in place)

Head, shoulders, knees, and toes.
Head, shoulders, knees, and toes.
Head, shoulders, knees, and toes.
We'll all sit down together. (Everyone sits down)

If time permits, review the rooms in a house.

Friday:

Opening Pattern: My mother cooks dinner every evening. What does your mother do every evening?

Display Picture #16 from B Picture Envelope.

Teacher: What is the man doing?
Class: He is selling balloons.

Teacher: What is Manuel doing?
Class: He is buying a balloon.

Have pupils look at the picture at the bottom of that card.
Teacher: Yes, he bought a balloon.

Teacher: (Indicating the balloon in Sandra's hand) Manuel bought a balloon for Sandra.
Class: Manuel bought a balloon for Sandra.

Teacher: Sandra likes the balloon.
Class: She likes the balloon.

Discuss that in the first picture on Picture #16 card, Sandra wants a balloon. At the bottom of the card, she likes the balloon. These two pictures provide opportunities for practice in "wants to buy", "is buying" in discussing the top picture. The lower picture shows that Manuel "bought" the balloon.

New Vocabulary: tent, inside, outside

Point to the tent.
Teacher: This is a tent.
Class: It's a tent.

In the bottom picture,
Teacher: Sandra is in the tent.
Class: She is in the tent.

Teacher: Where is Sandra?
Class: She is in the tent.

Refer to both pictures on Picture card #16
Teacher: The children are outside. (Top Picture)
Class: They are outside.

Teacher:	(Bottom picture) Sandra is inside.
Class:	She is inside.

Give practice and make clear the distinction between inside and outside.

Place many of the pictures from your Picture Envelopes on the chalk rail. As a pupil refers to a picture, let him decide whether the person is inside or outside. Thus, give practice in saying:

Manuel is inside.
Sandra is outside.
The family is inside.

Give directions to pupils to go outside or come inside.

Teacher, indicating the interior of the classroom: This is inside. That is outside.

If time permits, review patterns for "this" and "that."

Notes for the Twentieth Week of Pre-School English

Monday

Opening Pattern: We don't come to school on Sundays. (To next pupil) Do we coem to school on Mondays?

Next Pupil: Yes, we come to school on Mondays. (To next pupil) Do we come to school on Tuesdays?
Next Pupil: Yes, we do. We come to school on Tuesday. (To next pupil) Do we come to school on Wednesdays?

Continue around the room, asking about each day in rotation.

Display Picture #15 from B Picture Envelope.
Teacher: The man is wearing a white suit.
Class: He is wearing a white suit.

Teacher: Is the man wearing a blue suit?
Class: No, he isn't. He isn't wearing a blue suit.

Teacher: What is the man wearing?
Class: He's wearing a white suit.

Teacher: The man is pushing a wagon.
Class: He's pushing a wagon.

Teacher: Is the man pushing a desk?
Class: No, he isn't. He isn't pushing a desk.

Substitute book, ball, and apron.

Teacher: What is the man pushing?
Class: He's pushing a wagon.

Teacher: Sandra, please push your chair.
Helpers: Sandra, please push your chair.

Teacher: What is Sandra doing?
Class: She's pushing her chair.

Teacher: What are you doing, Sandra?
Sandra: I'm pushing my chiar.'

Teacher: Manuel, can you push the desk?
Manuel: Yes, I can. I can push the desk.

Teacher: Can Manuel push the desk?
Class: Yes, he can. He can push the desk.

Place three pupils together and push them, one against the other.
Teacher: I can push the children.
Class: You can push the children.

Teacher: Sandra, push the children.
Class: She's pushing the children.

Teacher: Sandra, don't push the children.
Class: She isn't pushing the children.

Give practice on patterns:

Push the table.
Don't push the table.
I'm not pushing the table.

Push the children.
Don't push the children.
I'm not pushing the children.

New Vocabulary: line

Place Sandra, Manuel, Rosa, and Jose in a line in front of the class. Indicate the formation.

Teacher: This is a line of children.
Class: It's a line.

Draw a line on the blackboard.
Teacher: This is a line.

Again refer to the line of children.
Teacher: This is a line.
Class: It's a line.

Place your hand on Sandra's shoulders.
Teacher: Sandra is in line.
Class: Sandra's in line.

Teacher: Manuel is in line.
Class: Manuel is in line.

Teacher: Rosa's in line.
Class: Rosa's in line.

Teacher: Jose's in line.
Class: Jose's in line.

Take Marguerita by the hand and place her in line.
Teacher: Now Marguerita is in line.
Class. Now Marguerita is in line.

Give practice saying "Now________'s in line as each child is added to the line.

Teacher: Manuel, push Sandra.
Manuel: I'm pushing Sandra.

Teacher: Manuel, don't push in line.
Manuel: I'm not pushing in line. (After he has stopped pushing)

Teacher: Rosa, don't push in line.
Rosa: I'm not pushing in line.

All pupils return to their seats.
Display the middle picture of Picture #15

Review the following patterns:

Manuel bought ice cream.
This is Manuel.
This is Jose.

Jose is Manuel's brother.
Jose wants ice cream.
Sandra is eating ice cream.
Sandra likes ice cream.

Dramatize Buying Ice Cream. Use the following patterns:

I am the ice cream man.
I wear a whit suit.
I sell ice cream.
I push a wagon.

I am Manuel.
I want ice cream.
I bought ice cream.
I am giving ice cream to Sandra.

I'm Sandra.
I like ice cream.
Manuel gave me ice cream.
I'm eating ice cream.

Tuesday

Opening Pattern: I don't push children. (To next pupil) Do you push children in line?
Next Pupil: No, I don't. I don't push children. Do you push children? Do you push in line?

Display Picture #16 from B Picture Envelope.
Teacher: The man is wearing an orange sweater.
Class: He is wearing an orange sweater.

Teacher: Is teh man wearing a blue sweater?
Class: No, he isn't. He isn't wearing a blue sweater.

Teacher: Is the man wearing a red sweater?
Helpers: Is he wearing a red sweater.
Class: No, he isn't. He isn't wearing a red sweater.

Teacher: What is the man wearing?
Class: He's wearing an orange sweater.

Teacher: Sandra is wearing a blue dress.
Class: She's wearing a blue dress.

Teacher: Is Sandra wearing a brown dress?
Helpers: Is Sandra wearing a brown dress?
Class: No, she isn't. She isn't wearing a brown dress.

Teacher: Is Sandra wearing a purple dress?
Helpers: Is she wearing a purple dress?
Class: No, she isn't. She isn't wearing a purple dress.

Teacher: What is Sandra wearing?
Class: She's wearing a blue dress.

Teacher: Manuel, what are you wearing?
Manuel: I'm wearing brown pants.

Teacher: Manuel's wearing brown pants.
Class: He's wearing brown pants.

Teacher: Is Manuel wearing green pants?
Class: No, he isn't. He isn't wearing green pants.

Teacher: Is Manuel wearing purple pants?
Helper: Is Manuel wearing purple pants?
Class: No, he isn't. He isn't wearing purple pants.

Teacher: Rosa is wearing brown shoes.
Class: She;s wearing brown shoes.

Teacher: Is Rosa wearing pink shoes?
Class: No, she isn't. She isn't wearing pink shoes.

Teacher: Rosa, are you wearing green shoes?
Helpers: Rosa, are you wearing green shoes.
Rosa: No, I'm not. I'm not wearing green shoes.

Teacher: What is Rosa wearing?
Helpers: What is Rosa wearing?
Class: She's wearing brown shoes.

Teacher: Rosa, what are you wearing?
Helpers: Rosa, what are you wearing?
Rosa: I'm wearing brown shoes.

Dramatize Buying a Ballon. Use these patterns:

I want to sell balloons.
I have many balloons.
Do you want a balloon?

Please buy a balloon for me.
I want a balloon.
Do you have money?

What color do you want?
Please give me the red balloon.
Thank you for the balloon.

Dramatize Buying Ice Cream.. The ice cream man can push a desk, pretending it is an ice cream wagon.

Patterns to suggest:

I'm the ice cream man.
I sell ice cream.

I like ice cream.
I want ice cream.

I'm selling ice cream.
I'm buying ice cream.

Please buy some ice cream for me.
Thank you.

Wednesday

Opening Pattern: I want a blue balloon. What do you want?
Next Pupil: I want orange ice cream. What do youwant?
Next Pupil: I want a red balloon. What do you want?

New Vocabulary: flag

Teacher: This is our flag.
Class: It's our flag.

Teacher: Our flag is red, white, and blue.
Class: Our flag is red, white, and blue.

Teacher: What color is our flag?
Class: It's red, white, and blue.

Teacher: (Holding up a yellow pencil) The pencil is yellow. It's a yellow pencil.
Class: The pencil is yellow. It's a yellow pencil.

Teacher: The book is red. It's a red book.
Class: The book is red. It's a red book.

Teacher: The piece of chalk is ywllow. It's a yellow piece of chalk.
Class: It's a yellow piece of chalk.

Point to a green shirt on a pupil.
Teacher: That is a green shirt. That shirt is green.
Class: (Pointing to the green shirt) That is a green shirt.
Class: That shirt is green.

Stack three red books together.
Teacher: Those books are red. Those are red books.
Class: (Pointing to the red books) Those books are red. Those are red books.

Place four pencils together.
Teacher: (Pointing to the pencils) Those pencils are yellow. Those are yellow pencils.
Class: (Pointing to the pencils) Those are yellow pencils. Those pencils are yellow.

Teacher: What color are those pencils?
Class: Those pencils are yellow.
Teacher: Yes, they're yellow.

Teacher: Are those pencisl green?
Class: No, they're not green. They're yellow.

Teacher: Are those pencils purple?'
Class: No, they're not purple. They're yellow.

Let Sandra choose a book to hold.
Sanda: What color is this book?
Class: It's Green. It's a green book.

Sandra: Is it blue?
Class: No, it isn't blue. It's a green book.

Let Sandra choose the next pupil to ask the questions. She chooses Manuel.
Manuel: What color is my desk?
Class: It's brown. It's a brown desk.

Manuel: Is it purple?
Class: No, it isn't. It's a brown desk.

Manuel chooses Rosa.

Rosa: What color is my chair?
Class: Your chair is brown. It's a brown chair.

Rosa: What color is our flag?
Class: Our flag is red, white, and blue. It's a red, white, and blue flag.

Give practice on these patterns, subtituting other known objects.

Place Picture #12 from Picture Envelope on the chalk tray.
Teacher: I see a boy.
Class: I see a boy.

Teacher: The boy's name is Manuel.
Class: His name is Manuel.

Teacher: Manuel is wearing a red and white shirt.
Class: He's wearing a red and white shirt.

Teacher: Manuel's shirt is red and white.
Class: Manuel's shirt is red and white.

Teacher: Manuel is wearing brown shoes.
Class: He is wearing brown shoes.

Teacher: Manuel's shoes are brown.
Class: His shoes are brown.

Teacher: I see a girl.
Class: I see a girl.

Give practice on the following patterns:
The girl is Sandra.
Her name is Sandra.
Sandra is wearing a red dress.
Sandra's dress is red.
What color is Sandra's dress?
It is red.

Vocabulary: toy, airplane, horn, bear, dog, boat, pig

Teacher: I see an airplane.
Class: I see an airplane.

Point to the airplane.
Teacher: This is an airplane.
Class: It is an airplane.

In a similar manner, teach the vocabulary listed above.

Teacher: The airplane is a toy.
Class: It's a toy.

Teacher: The boat is a toy.
Class: It's a toy.

Teacher: The pig is a toy.
Class: The pig's a toy.

Teacher: Theairplane, the pig, the boat, and the horn are toys.
Class: They are toys.

Teacher: Is the airplane a toy?
Class: Yes, it is. The airplane is a toy.

Teacher: Is teh horn a toy?
Class: Yes, it is. The airplane is a toy.

Teacher: Is the dog a toy?
Class: No, it isn't. The dog isn't a toy.

Teacher: Do you see toys?
Class: Yes, I do. I see toys.

Teacher: Sandra, what toys do you see?
Sandra: I see the airplane and the pig.
Teacher: Yes, they are toys.

Teacher: Are the airplane and the pig toys?
Class: They are. The airplane and pig are toys.

Teacher: Manuel, what toys do you see?
Manuel: I see the boat and the bear.
Teacher: Yes, the boat and the bear are toys.

Teacher: Are the boat and the bear toys?
Class: Yes, they are. The boat and the bear are toys.

Activity for Relaxation: Employ appropriate action.

Two little hands go clap, clap, clap.
Two little feet go tap, tap, tap.
With a quick little leap,
Jump from the chair.
Two little arms reach high in the air.
Two little feet go jump, jump, jump.

Thursday

Opening Pattern: My dress is blue. It's a blue dress. (To next pupil) What color is your shirt?
Next Pupil: My shirt is yellow. It's a yellow shirt. What color is your dress?

Review: Give practice on these patterns. Use appropriate objects.

This pencil is yellow.
It's yellow.
This is a yellow pencil.

What color is this pencil?
It's yellow.

These pencils are yellow.
These are yellow pencils.

What color are these pencils?
They're yellow.

Are these pencils yellow?
Yes, they are. They're yellow.

Put up the flannelboard where all may see with ease. From the Instructo Kit, members of the Family, put the mother on the flannelboard. Give practice on the following patterns:

This is Mother.
Her name is Mrs. Castro.

Mother cooks breakfast.
When does Mother cook breakfast?

Mother cooks breakfast every morning.
Mother cooks breakfast in the kitchen.

Place the table on the flannelboard.
Teacher: This is the table.
Class: It's the table.

New Vocabulary: flowers, mirror, near.

Teacher: The flowers are on the table.
Class: The flowers are on the table.

Teacher: This is a mirror.
Class: It's a mirror.

Teacher: The mirror is near the table.
Class: The mirror is near the table.

Teacher: Is the mirror near the table?
Class: Yes, it is. The mirror is near the table.

Place a chair near a desk.
Teacher: The chair is near the desk.
Class: The chair is near the desk.

Place a pencil near a book.
Teacher: Is the pencil near the book?
Class: Yes, it is. The pencil is near the book.

Teacher: Is the pencil near the door?
Class: No, it isn't. The pencil isn't near the door.

Have Sandra stand near Manuel.

Teacher: Sandra is standing up.
Class: Sandra is standing up.

Teacher: Is Sandra standing up?
Class: Yes, she is. Sandra is standing up.

Teacher: Where is Sandra standing?
Class: She is standing near Manuel.

Teacher: Is Sandra standing near Jose?
Class: No, she isn't. She isn't standing near Jose.

Teacher: Is Sandra standing near Manuel?
Class: Yes, she is. She is standing near Manuel.

Place other items and persons in positions near each other. Give parctice in the use of near.

If time permits, do the action jungles given for this week.

Friday

Opening Pattern: I'm sitting near Manuel and Rosa. Where are you sitting?

Vocabulary: cow, sheep, horse, chicken, pig, duck

Display Picture #17 from B Picture Envelope.

Teacher: (Pointing to the picture of a cow) That's a cow.
Class: That's a cow.

Teacher: Is that an airplane? (Pointing again to the cow)
Class: No, it isn't an airplane. It's a cow.

Teacher: (Pointing to both of the cows.) Those are cows.
Class: They're cows.

Teacher: Are they desks?
Class: No, they aren't. They aren't desks.

Teacher: (Pointing to the cows) What are they?
Class: They're cows.

Teacher: Are they cows?
Class: Yes, they are. They're cows.

Introduce and teach the patterns for sheep, horse, chicken, pig, and duck.

Display picture #18

Point to the same animals in this picture and review the patterns learned for their pictures in picture #17.

Notes for the Twenty-First Week of Teaching Pre-School English Classes

Monday:

Opening Pattern: My dress is blue. (Pointing to next pupil) Your shirt is yellow.
Next Pupil: My shirt is yellow. (Pointing to next pupil) Your dress is red.

Review: that, those, is, are

Display Picture #17 from B Picture Envelope.
Point to the first cow.
Teacher: That's a cow.
Class: That's a cow.

Teacher: What is that?
Class: That's a cow.

Teacher: Count the cows.
Class: One, two. Two cows.

Teacher: Those are cows.
Class: Those are cows.

Teacher: What are those animals? (She points to the cows)
Class: Those are cows.
Teacher: Yes, they're cows.

Teacher: What are those animals?
Class: They're cows.
Teacher: Yes, they're cows.

Point to the first sheep.
Teacher: That's a sheep.
Class: That's a sheep.

Point to the sheep.
Teacher: What's that?
Class: That's a sheep.

Indicate both sheep. Point to them, but do not touch them.
Teacher: Those are sheep.
Class: Those are sheep.
Teacher: Yes, they're sheep.

Teacher: (Pointing to the picture of the two sheep) What are those?
Class: They're sheep.

In a similar manner, teach the patterns for horse, horses, chicken, chickens, pigs, pig, duck, and ducks.

Display Picture #18

New Vocabulary: Fence

Point to the fence
Teacher: That is a fence.
Class: That's a fence.

Teacher: (Touching the fence) This is a fence.
Class: It's a fence.

Teacher: Manuel is standing on the fence.
Class: Manuel's standing on the fence.

Teacher: Is Manuel standing on the fence?
Class: Yes, he is. He's standing on the fence.

Teacher: Sandra is sitting on the fence.
Class: Sandra is sitting on the fence.
Teacher: Yes, she is. Sandra's sitting on the fence.

Teacher: Is Sandra sitting on the fence?
Class: Yes, she is. She's sitting on the fence.

Teacher: Is Baby sitting on the fence?
Class: Yes, she is. She's sitting on the fence.

Teacher: The cow is near the fence.
Class: The cow is near the fence.

Teacher: Where's the cow?
Class: The cow is near the fence.

Teacher: Where's the horse?
Class: The horse is near the fence.
Teacher: Yes, the cow and the horse are near the fence.

Teacher: What animals are near the fence?
Class: The cow and the horse are near the fence.

Teacher:	Who is standing on the fence?
Class:	Manuel is standing on the fence.
Teacher:	Is Sandra standing on the fence?
Class:	No, she isn't. Sandra isn't standing on the fence.
Teacher:	Where's Sandra?
Class:	She's sitting on the fence.
Teacher:	Is Baby sitting on the fence?
Class:	Yes, she is. She's sitting on the fence.
Teacher:	Is the pig near the fence?
Class:	No, it isn't. The pig isn't near the fence.
Teacher:	Is the chicken hear the fence?
Class:	No, it isn't. The chicken isn't near the fence.
Teacher:	What animals are near the fence?
Class:	The cow and the horse are near the fence.
Teacher:	Yes, they are. They're near the fence.
Review:	Buy, bought
Teacher:	Sandra has brown shoes. Her mother bought them at the shoe store.
Class:	Her mother bought them at the shoe store.
Teacher:	Where did Sandra get her shoes?
Class:	Her mother bought them at the shoe store.
Teacher:	Sandra, did your mother buy your shoes at the shoe store?
Sandra:	Yes, she did. She bought them at the shoe store.
Teacher:	What do we buy at the shoe store?
Class:	We buy shoes at the shoe store.
Teacher:	Manuel, did your mother buy your shoes at the shoe store?
Manuel:	Yes, she did. She bought my shoes at the shoe store.

For relaxation, sing the verses learned for Here We Go Round the Mulberry Bush.

Tuesday:

Opening Pattern: Manuel is near me. (To next pupil) Who is near you?
Next Pupil: Sandra is near me. Who's near you?

Place the Instructo House on the flannel board.

Review the names of the rooms of the house.

New vocabulary: lamp, stairway, light fixture, wall

Teacher: This is a lamp.
Class: It's a lamp.

Teacher: The lamp is in the living room.
Class: The lamp is in the living room.

Teacher: Where is the lamp?
Class: It's in the living room.

Teacher: The lamp is near the picture.
Class: The lamp is near the picture.

Teacher: Is the lamp near the picture?
Class: Yes, it is. The lamp is near the picture.

Teacher: Is the lamp near the bed?
Class: No, it isn't. The lamp isn't near the bed.

Teacher: This is the stairway.
Class: It's the stairway.

Teacher: Is the lamp near the stairway?
Class: Yes, it is. The lamp is near the stairway.

Teacher: Is the stairway near the kitchen?
Class: No, it isn't. The stairway isn't near the kitchen.

Teacher: This is a light fixture.
Class: It's a light fixture.

Teacher: What color is the light fixture?
Helpers: What color is the light fixture?
Class: It's red. The light fixture is red.

Teacher: This is a wall.
Class: It's a wall.

Indicate two walls.
Teacher: These are walls.
Class: They are walls.

Count the walls of your classroom.
Teacher: Count the walls of this room.
Class: One, two, three, four. Four walls.

Teacher: Where is the picture? (Point to the picture in the living room)
Class: The picture is on the wall.
Teacher: Yes, it is on the wall.

Teacher: What color is the picture?
Class: The picture is red, white, green and brown.

Teacher: What color is the lamp?
Class: The lamp is red, white, and blue.

Teacher: Is the picture purple?
Class: No, it isn't. The picture isn't purple.

From the Instructo Kit, Members of the Family, display each figure and review its title.

Teacher: This is Mother.
Class: She is Mother.

Teacher: This is Father.
Class: He is Father.

New vocabulary: Grandfather, Grandmother

Teacher: This is Grandfather.
Class: He is Grandfather.

Teacher: (Handing the figure to Sandra) Sandra, put Grandfather near the lamp.
Sandra: I'm putting Grandfather near the lamp.

Teacher: Grandfather is near the lamp.
Class: He is near the lamp.

Teacher: Where is Grandfather?
Class: He is near the lamp.

Teacher: Where did Sandra put Grandfather?
Class: Sandra put Grandfather near the lamp.

Teacher: Sandra, where did you put Grandfather?
Helpers: Sandra, where did you put Grandfather?
Sandra: I put Grandfather near the lamp.
Teacher: Yes, you put Grandfather near the lamp.

Teacher: Manuel, put Grandfather under the light fixture.
Manuel: I'm putting Grandfather under the light fixture.

Teacher: Manuel put Grandfather under the light fixture.
Class: Manuel put Grandfather under the light fixture.

Teacher: Where did Manuel put Grandfather?
Helpers: Where did Manuel put Grandfather?
Class: Manuel put Grandfather under the light fixture.

Teacher: Manuel, where did you put Grandfather?
Helpers: Where did you put Grandfather?
Manuel: I put Grandfather under the light fixture.

Display the figure of Grandmother.

Teacher: This is Grandmother.
Class: She is Grandmother.

Teacher: Who is this?
Helpers: Who is this?
Class: She is Grandmother.

Teacher: Who is this?
Helpers: Who is this?
Class: She's Grandmother.

Teacher: (Holding up the figure of Grandmother) Is this Grandfather?
Helpers: Is that Grandfather?
Class: No, it isn't. It isn't Grandfather.

Teacher: (Holding up the figure of Grandmother) Is this Grandmother?
Helpers: (Pointing to the figure of Grandmother) Is that Grandmother?
Class: Yes, it is. It's Grandmother.

Play the game, Who's There? Let Sandra stand near the teacher's desk, with her face toward the chalkboard. Manuel tiptoes to the desk, perhaps taking a circuitous route in order to disguise his identity. He knocks on the desk.

Sandra: Who is it?
Class: Who is it?

Sandra: Is it Jose?
Class: No, it isn't. It isn't Jose.

Sandra: Is it Rosa?
Class: No, it isn't. It isn't Rosa.

Sandra: Is it Manuel?
Class: Yes, it is. It's Manuel.

Manuel does not get to replace Sandra because she guessed his identity. Sandra is allowed to select her replacement. If Sandra guesses incorrectly three times, she loses her place, and Manuel gets to be the guesser for concealing his identity.

Wednesday:

Place Picture #17 where all can see.
Opening Pattern: What's that?
First Pupil: (Pointing to the cow) What's that?
Second Pupil: (Pointing to the cow) It's a cow. (To next pupil, as he indicates a pig) What's that?
Next Pupil: It's a pig. What's that? (Each pupil is free to select the animal he wants to point to)

Teacher: I see a black and white cow.
Class: I see a black and white cow.

Teacher: Sandra, do you see a black and white cow?
Sandra: Yes, I do. I see black and white cows.

New vocabulary: Show

Teacher: Sandra, can you show me a black and white cow.
Sandra: Yes, I can. I can show you a black and white cow.

Teacher: Sandra, show me a black and white cow.
Class: (As Sandra points to the black and white cow) That's a black and white cow.

Teacher: I see a brown chicken.
Class: I see a brown chicken.

Teacher: Manuel, do you see a brown chicken?
Manuel: Yes, I do. I see a brown chicken.

Teacher: Manuel, can you show me a brown chicken?
Manuel: Yes, I can. I can show you a brown chicken.

Teacher: Manuel, show me a brown chicken.
Class: (As Manuel points to the brown chicken) That's a brown chicken.

Give further practice by substituting the names and colors of other animals.

From the Instructo Kit, Members of the Family, take out the felt cut-out cat, dog, and bird.

New vocabulary: cat, dog, bird.

Teacher: This is a cat.
Class: It's a cat.

Teacher: I see a cat.
Class: I see a cat.

Place the Instructo House on the flannelboard.

Teacher: Sandra, can you put the cat near the lamp?
Sandra: Yes, I can. I can put the cat near the lamp.
Class: She can put the cat near the lamp.

Teacher: Sandra, please put the cat near the lamp.

After Sandra places the cat on the flannelboard,
Teacher: Where is the cat?
Class: The cat is near the lamp.

Teacher: Is the cat in the kitchen?
Class: No, it isn't. The cat isn't in the kitchen.

Teacher: Is the cat in the living room?
Class: Yes, it is. The cat is in the living room.

Dramatize Buying ice cream. Review the learned patterns, such as:

I like ice cream.
Do you like ice cream?
I want to buy ice cream.
I sell ice cream.

Thursday:

Opening Pattern: I like cats. I have a cat. (To next pupil) Do you like cats?
Next Pupil: Yes, I do. I like cats. I have a cat. Do you like cats?
Next Pupil: No, I don't. I don't like cats. I don't have a cat. Do you like cats?

Review: Practice using "We have."

Vocabulary: our

Pass a book to each child.

Teacher: You have books.
Class: We have books.

Teacher: (To Sandra) You have a book.
Sandra: I have a book.
Class: She has a book.

Teacher: What do you have?
Class: We have books.

Teacher: What does Sandra have?
Class: She has a book.

Collect the books from half of the class. (Section A)

Teacher: (To Section A) Do you have books?
Section A: No, we don't. We don't have books.

Teacher: (To remainder of class, Section B) Do they have books?
Section B: No, they don't. They don't have books.

Section A to Section B: What do you have?
Section B: We have books.

Section A: Do you have books?
Section B: Yes, we do. We have books.

Section A: Do we have books?
Section B: No, you don't. You don't have books.

Section B: Do you have books?
Section A: No, we don't. We don't have books.

Collect the books and pass out pencils.

Teacher: What do you have?
Class: We have pencils.

Teacher: What color are your pencils?
Class: Our pencils are yellow.

Teacher: Are your pencils green?
Class: No, they aren't. Our pencils are not green.

Teacher: Are your pencils purple?
Class: No, they aren't. Our pencils aren't purple.

Teacher: Are your pencils yellow?
Class: Yes, they are. Our pencils are yellow.

Collect the pencils from half of the class, Section B.

Section B: What do you have?
Section A: We have pencils.

Section B: What color are your pencils?
Section A: Our pencils are yellow.

Section B: Are your pencils blue?
Section A: No, they're not. Our pencils are not blue.

Section B: Are your pencils brown?
Section A: No, they're not. Our pencils are not brown.

Section B: Are your pencils yellow?
Section A: Yes, they are. Our pencils are yellow.

Section A to B: Do you have pencils?
Section B: No, we don't. We don't have pencils.

Discuss Picture #18

Teacher: Sandra is sitting on the fence.
Class: She is sitting on the fence.

New vocabulary: Hold

Teacher: Father is holding Sandra on the fence.
Class: Father is holding Sandra on the fence.

Hold a book over a desk.

Teacher: I can hold this book over the desk.
Class: You can hold the book over the desk.

Teacher: Sandra, please hold a pencil over the table.
Sandra: I can hold the pencil over the table.
Teacher: Yes, you are holding the pencil over the table.

Teacher: What is Sandra doing?
Class: She is holding the pencil over the table.

Teacher: I can hold this eraser in my hand.
Class: You can hold the eraser.

Teacher: I am holding the eraser.
Class: You are holding the eraser.

Teacher: Manuel, please hold the eraser.
Class: Manuel is holding the eraser.
Teacher: Yes, Manuel can hold the eraser.

Give practice to establish the use of hold.

Friday:

Opening Pattern: My dog is black and white. (To next pupil) What color is your dog?
Next Pupil: My dog is brown. (To next pupil) What color is your dog?
Next Pupil: I don't have a dog. What color is your dog?

Display Picture #19

New vocabulary: Help

Call attention to the first picture on the sheet, Picture A.

Teacher: I see Mother and Sandra.
Class: We see Mother and Sandra.

Teacher: Mother is wearing an apron.
Class: Mother is wearing an apron.

Teacher: Mother is wearing an apron over her yellow dress.
Class: Mother is wearing an apron over her yellow dress.

Teacher: What is Mother wearing?
Class: She is wearing an apron over her yellow dress.
Teacher: Yes, the apron is over the dress.

Teacher: Sandra is holding an apple.
Class: Sandra is holding an apple.

Teacher: What is Sandra doing?
Class: She is holding an apple.
Teacher: Yes, Sandra is holding an apple.

Teacher: Sandra is helping Mother.
Class: She is helping Mother.

Teacher: Sandra can help Mother, and Manuel can help Father.
Point to Picture B where Manuel is helping put the jug in the car.
Teacher: Manuel is helping Father.

Teacher: Manuel can help Father.
Class: Manuel can help Father.

Indicate the picture.
Teacher: Manuel is helping Father.
Class: Manuel is helping Father.

Teacher: What is Manuel doing?
Class: He is helping Father.

Teacher: Is Manuel writing?
Class: No, he isn't. He isn't writing.

Teacher: Is Manuel helping Father?
Class: Yes, he is. He is helping Father.

Refer to Picture A
Teacher: Is Mother working?
Class: Yes, she is. Mother is working.

Teacher: Is Sandra helping Mother?
Class: Yes, she is. Sandra is helping Mother.

Discuss Picture C.
Teacher: Is Mother wearing an apron?
Class: Yes, she is. Mother is wearing an apron.
Teacher: Yes, she's wearing an apron over a pink dress.
Class: Mother is wearing an apron over a pink dress.

Teacher: Sandra is holding a dress.
Class: Sandra is holding a dress.
Teacher: Yes, she is holding a dress. She's helping Mother.

Teacher: Sandra is helping Mother.
Class: Sandra is helping Mother.

Teacher: Sandra can help Mother.
Class: She can help Mother.

Teacher: Can Sandra help Mother?
Class: Yes, she can. Sandra can help Mother.

Teacher: Rosa, can you help your Mother?
Rosa: Yes, I can. I can help my mother.

Teacher: (Indicating picture at the bottom of sheet #19) The man is helping Sandra.
Class: He is helping Sandra.
Teacher: Yes, the man can help Sandra.

Review names of animals.

Dramatize: A Visit to an Animal Store

Suggested Patterns:

I want to go to an animal store.
I like cats.
I want to buy a cat.

I sell cats.
I see a cat.
I see a black cat.

I like that cat.
I want that cat.

I bought the cat at the animal store.

Notes for the Twenty-Second Week of Teaching Pre-English

Frequent and intensive reviews of learned patterns are necessary to counteract the effects of forgetting. After a week of vacation, pupils need to work on material presented in previous lessons. As teachers, we will do well to keep in mind that successful reviews will re-enforce and make automatic the reactions we are teaching pupils. They will also build confidence and interest to an extent that motivates better learning of the material we present after the review period.

This week we will give further practice in the use of the past tense forms of verbs. The gradual introduction of past forms probably has given the pupils little cause for confusion and a feeling of ease in using them.

It is well to keep in mind the fact that many repetitions of a pattern do not bore pupils nearly so soon as the teacher, that the many repetitions are needed for the feeling of success that encourages the pupil to speak individually.

Years ago we used to try to get pupils to "tell about" pictures and objects before we had provided them with the language equipment for doing so. In this week's lesson plan "tell about" is included in the vocabulary, and pupils are to be encouraged to apply patterns they have already mastered. Have pupils keep a normal speech tempo.

Monday:

Opening Pattern: I didn't go to school last week. (To next pupil)
Did you go to school last week?
Next Pupil: No, I didn't go to school last week. (To next pupil)
Did you go to school last week?

Vocabulary: say, said, days of the week.

Teacher: I can say the days of the week.
Class: I can say the days of the week.

Teacher: Can you say the days of the week? (Indicates the entire class)
Class: Yes, we can. We can say the days of the week.

Teacher: Sandra, can you say the days of the week?
Sandra: Yes, I can. I can say the days of the week.

Teacher: I can say the days of the week, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.
Class: We can say the days of the week, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.
Teacher: Yes, you can. You can say the days of the week.

Teacher: I said the days of the week.
Class: We said the days of the week.

Teacher: Did you say the days of the week?
Class: Yes, we did. We said the days of the week.

Teacher: Sandra said the days of the week.
Class: She said the days of the week.

Teacher: Did Sandra say the days of the week?
Class: Yes, she did. Sandra said the days of the week.

Teacher: Sandra, did you say the days of the week?
Sandra: Yes, I did. I said the days of the week.

Have Manuel say the days of the week. Repeat the questions and answers for him.

Teacher: Today is Monday.
Class: Today is Monday.

Teacher: What day is today?
Class: Today is Monday.

Teacher: Is today Monday?
Class: Yes, it is. Today is Monday.

Teacher: Is today Tuesday?
Class: No, it isn't. Today isn't Tuesday.

Divide the class into two sections.

Section A: Is today Monday?
Section B: Yes, it is. Today is Monday.

Section A: Is today Wednesday.
Section B: No, it isn't. Today isn't Wednesday.

Teacher: Yesterday was Sunday.
Class: Yesterday was Sunday.

Teacher: Was yesterday Sunday?
Class: Yes, it was. Yesterday was Sunday.

Section A: Was yesterday Sunday?
Section B: Yes, it was. Yesterday was Sunday.

Section A: What day was yesterday?
Section B: Yesterday was Sunday.
Teacher: Yes, it was. Yesterday was Sunday.

Teacher: Was yesterday Friday?
Class: No, it wasn't. Yesterday wasn't Friday.

Vocabulary: count, numbers to twenty, shelf.

Teacher: I can count.
Class: I can count.
Teacher: (Indicating the whole class) Yes, you can count.

Teacher: You can count.
Class: We can count.

Teacher: Can you count?
Class: Yes, we can. We can count.

Teacher: Count to twenty.
Class: One, two, three, etc. (In unison count to twenty)

Indicate that the pupils are to count silently the number of times you tap the desk with the ruler. Tap five times.

Teacher: How many?
Class: Five.
Teacher: Yes, five.

Tap eight times while the class counts silently.
Teacher: How many?
Class: Eight.
Teacher: Yes, eight.

Repeat this procedure, tapping varying numbers of times.

Add interest to the above routine by asking pupils to put their heads on their desks with their eyes closed while you tap. They need to listen quietly to count the taps.

Teacher: The books are on the shelf.
Class: The books are on the shelf.

Teacher: Count the books on the shelf.
Class: One, two, three, four, five.
Teacher: Yes, five books are on the shelf.

Teacher: How many books are on the shelf?
Class: Five books are on the shelf.

Teacher: We counted the books on the shelf.
Class: We counted the books on the shelf.

Teacher: Sandra, can you count the books?
Sandra: Yes, I can. I can count the books.

Teacher: Can Sandra count the books?
Class: Yes, she can. She can count the books.

Teacher: Sandra, count the books, please.
Sandra: One, two, three, four, five. Five books are on the shelf.

Teacher: Sandra counted the books.
Class: Sandra counted the books.

Teacher: What did Sandra do?
Class: She counted the books.

Teacher: Did Sandra jump?
Class: No, she didn't. She didn't jump. She counted the books.

Teacher: Sandra, what did you do?
Sandra: I counted the books.
Teacher: Yes, you did. You counted the books.

Have Section A count the tables in the classroom.

Section A: We counted the tables.
Section B: You counted the tables.

Section B: We didn't count the tables.
Section A: You didn't count the tables.

Section A: Did we count the tables?
Section B: Yes, you did. You counted the tables.

Section B: Did we count the tables?
Section A: No, you didn't. You didn't count the tables.

Give group and individual practice by counting other known items in the room. Provide for much repetition of the past forms.

Tuesday:

Opening Pattern: I came to school yesterday. (To next pupil) Did you come to school yesterday?
Next Pupil: Yes, I did. I came to school yesterday. Did you come to school yesterday?

Vocabulary: big, little, review of colors, touch

Hold up two red books, one a small book and the other a large book.
Teacher: These are books.
Class: They're books.

Teacher: What are these?
Class: They're books.

Teacher: (Indicating the little book) This is a book.
Class: It's a book.

Teacher: It is red.
Class: It is red.

Teacher: It's red.
Class: It's red.

Teacher: This is a red book.
Class: It's a red book.

Repeat as you show the big red book to the pupils.

Indicate the little book.
Teacher: It's little.
Class: It's little.

Teacher: This is a little book.
Class: It's a little book.

Show the pupils the big book.
Teacher: This is a big book.
Class: It's a big book.

Teacher: This is a big red book.
Class: It's a big red book.

Give practice on the following patterns:

This is a little chair.
It's a little chair.
It's a big chair.
It's a little desk.
It's a big desk.
This is a big piece of chalk.
It's a little piece of chalk.
This is a big piece of paper.
This is a little piece of paper.
Her dress is green.
His shirt is yellow.

Teacher:	I can touch the big desk. (Demonstrate the action)
Class:	You can touch the big desk.
Teacher:	I touched the big desk.
Class:	You touched the big desk.
Teacher:	What did I do?
Class:	You touched the big desk.
Teacher:	Did I touch the big desk?
Class:	Yes, you did. You touched the big desk.
Teacher:	Did I touch the little desk?
Class:	No, you didn't. You didn't touch the little desk.
Teacher:	Sandra, can you touch the little red book?
Sandra:	Yes, I can. I can touch the little red book.
Teacher:	Sandra, please touch the little red book.
Class:	She is touching the little red book.
Teacher:	What is Sandra doing?
Class:	She is touching the little red book.
After the action.	
Teacher:	Sandra touched the little red book.
Class:	She touched the little red book.
Teacher:	What did Sandra do?
Class:	She touched the little red book.

Teacher: Did Sandra touch the little red book?
Class: Yes, she did. She touched the little red book.

Teacher: Did Sandra touch the big red book?
Class: No, she didn't. She didn't touch the big red book.

Give practice by having pupils touch big and little objects and objects of different colors.

Vocabulary: want

Have available paper in the following colors: red, yellow, blue, brown, green, white, and black.

Teacher: These are pieces of paper.
Class: They're pieces of paper.

Teacher: What are these?
Class: They're pieces of paper.

Hold up the red piece of paper.
Teacher: It's a red piece of paper.
Class: It's a red piece of paper.
Place the red piece of paper in the chalk tray.

Repeat for each piece of paper. The papers will be lined up in such a way that all the pupils can see them.

Teacher: I want a red piece of paper.
Class: You want a red piece of paper.
Teacher takes the red paper.

Teacher: What color do you want, Sandra?
Sandra: I want a yellow piece of paper.
Class: She wants a yellow piece of paper.
(Teacher hands the yellow piece of paper to Sandra)

Teacher: What color do you want, Manuel?
Manuel: I want a green piece of paper.
Class: He wants a green piece of paper.
(Teacher hands a piece of green paper to Manuel)

Continue until the colors have been taken. Replace all the papers in the chalk tray.

Repeat the action, allowing different pupils to select the colors they want.
Vocabulary: write, wrote

Teacher: I want to write my name.
Class: You want to write your name.

Teacher: What do I want to do?
Class: You want to write your name.

Teacher: (Writes her name)
Teacher: I wrote my name.
Class: You wrote your name.

Teacher: Did I write Sandra's name?
Class: No, you didn't. You didn't write Sandra's name.

Teacher: Did I write my name?
Class: Yes, you did. You wrote your name.

Teacher: What did I do?
Class: You wrote your name.

Teacher: Sandra, do you want to write your name?
Sandra: Yes, I do. I want to write my name.

Teacher: Sandra wants to write her name.
Class: She wants to write her name.

Teacher: Sandra, please write your name.
Class: Please write your name.

Sandra writes her name. During the action,
Teacher: Sandra is writing her name.
Class: She is writing her name.

Teacher: Sandra wrote her name.
Class: She wrote her name.
Sandra: I wrote my name.

Teacher: What did Sandra do?
Class: She wrote her name.

Teacher: Did Sandra write my name?
Class: No, she didn't. She didn't write your name.

Teacher: Did Sandra write her name?
Class: Yes, she did. She wrote her name.

Teacher: What did Sandra do?
Class: She wrote her name.

Teacher: Sandra, what did you do?
Sandra: I wrote my name.
Teacher: Sandra said she wrote her name.
Class: She said she wrote her name.

Give practice by letting other pupils do as Sandra did. Include the pattern: He said he wrote his name.

Wednesday:

Opening Pattern: I touched the big red book. (To next pupil) Please touch the little red book.
Next Pupil: (Performs action) I touched the little red book. (To next pupil) Please touch the little chair.

Vocabulary: take, took

Place the pieces of colored paper in the chalk tray. The following colors are included: red, yellow, blue, brown, green, white, and black.

Teacher: Sandra, what color do you want?
Sandra: I want a piece of blue paper.
Class: She wants a piece of blue paper.

Teacher: Take the piece of blue paper, Sandra.
Sandra: I'm taking the piece of blue paper.

Teacher: Sandra took the piece of blue paper.
Class: She took the piece of blue paper.
Sandra: I took the piece of blue paper.

Teacher: What did Sandra take?
Class: She took the piece of blue paper.

Teacher: Did Sandra take the piece of green paper?
Class: No, she didn't. She didn't take the piece of green paper.

Teacher: Did Sandra take the piece of brown paper?
Class: No, she didn't. She didn't take the piece of brown paper.

Teacher: Did Sandra take the piece of blue paper?
Class: Yes, she did. She took the piece of blue paper.

Teacher: Sandra, what did you take?
Sandra: I took the piece of blue paper.

Teacher: What did Sandra take?
Class: She took the piece of blue paper.

A game to play

Send Sandra out of the room to be "IT" Manuel goes to the chalk tray and touches one of the pieces of colored paper. (The array of colors is on the chalk tray.)

Sandra: Knock, knock.
Class: Please come in. (Sandra enters the room)

Class: What color did he want?
"IT": Did he want yellow?

Class: No, he didn't. He didn't want yellow.
Manuel: I didn't want yellow.

"IT": Did he want green?
Class: No, he didn't. He didn't want green.
Manuel: I didn't want green.

"IT": Did he want red?
Class: Yes, he did. He wanted red.

If "IT" guesses correctly in three tries, he is allowed to choose the pupil to select the next color when Manuel goes outside. If he does not guess correctly, he has to take his seat after three incorrect guesses. The teacher then names the pupil to touch the color. Manuel leaves the room and the game proceeds as before.

Thursday:

Place the pieces of colored paper in the chalk tray. Allow each pupil to go to the chalk tray and take a paper when it is his turn to do so. After all pieces of paper are gone from the tray, the pupils who have taken them to their seats go up and replace them in the tray and the rest of the class have their turns.

Opening Pattern: (First Pupil goes up and takes a piece of paper)
I took a piece of red paper. (To next pupil) What color do you want?

Next Pupil: (He selects a paper and returns to his seat) I took a piece of black paper. (To next pupil) What color do you want?

Vocabulary: Review of Community Helpers, bring, brought, he, she, his, her.

Use the flannel figures from the Instructo Community Helpers set.

Place the nurse on the flannelboard.
Teacher: This is a nurse.
Class: She's a nurse.

Teacher: What is she?
Class: She's a nurse.

Teacher: Her name is Mrs. Jones.
Class: Her name is Mrs. Jones.
Teacher: Yes, her name's Mrs. Jones.

Teacher: What is her name?
Class: Her name's Mrs. Jones.

Teacher: Is she a teacher?
Class: No, she isn't a teacher.

Teacher: Is she a nurse?
Class: Yes, she is. She's a nurse.

Teacher: Is her name Mrs. Brown?
Class: No, it isn't. Her name isn't Mrs. Brown.

Teacher: Is her name Mrs. Jones?
Class: Yes, it is. Her name's Mrs. Jones.

Give practice on the above patterns, substituting the doctor, the mailman, the teacher.

Place on the flannelboard the figures of the doctor, the teacher, the nurse, and the mailman.

Teacher: Sandra, please bring me the mailman.
Sandra: (Handing the mailman to the teacher) This is the mailman.

Teacher: Sandra brought me the mailman.
Class: She brought the mailman.
Sandra: I brought the mailman.

Teacher: Did Sandra bring the mailman?
Class: Yes, she did. She brought the mailman.

Teacher: Did Sandra bring the doctor?
Class: No, she didn't. She didn't bring the doctor.

Teacher: Sandra, did you bring me the mailman?
Sandra: Yes, I did. I brought you the mailman.

Teacher: Did Sandra bring me the mailman?
Class: Yes, she did. She brought the mailman.

Repeat the above patterns, substituting the doctor, the teacher, and the nurse.

Teacher: Manuel, bring me the little red book.
Manuel: I'm bringing you the little red book.

Teacher: Manuel brought me the little red book.
Class: He brought the little red book.

Teacher: Manuel, what did you bring me?
Manuel: I brought you the little red book.

Teacher: Did Manuel bring the big red book?
Class: No, he didn't. He didn't bring the big red book.

Teacher: Did Manuel bring the little red book?
Class: Yes, he did. He brought the little red book.

Give practice in the use of bring and brought.

Dramatize a Visit to the Doctor's Office.

Suggested patterns:
What is your name?
I am the nurse. My name is Mrs. Jones.
Please sit down.
This is the doctor.
The doctor's name is Dr. Brown.

Please bring me a pencil.
Did you bring me the book, Mrs. Jones?

Yes, I did. I brought you the book.

Where is your mother?
My mother is at home.
Good-bye, Sandra.
Good-bye, Dr. Brown.

Friday:

Opening Pattern:	I brought a book to school this morning. (To next pupil) Did you bring a book to school today?
Next Pupil:	Yes, I did. I brought a book to school this morning. (To next pupil) Did you bring a book to school today?

Place the figure of Mother from the Instructo Family Members Kit on the flannelboard.

Review the following patterns:

This is Mother.
Her name is Mrs. Castro.
Mrs. Castro is Sandra's mother.

What is Sandra's mother's name.
Who is Sandra's mother.

Place the figure of the father on the flannelboard.
Review these patterns:

This is Father.
His name is Mr. Castro.
Mr. Castro is Sandra's father.
Who is Sandra's father.

Place the dog from the Instructo set on the flannelboard.

Teacher:	This is Sandra's dog.
Class:	He is Sandra's dog.
Teacher:	Yes, he's Sandra's dog.
Teacher:	What color is Sandra's dog?
Class:	He's yellow and white.
Teacher:	Is Sandra's dog little?
Class:	Yes, he is. He's little.

Teacher: Is Sandra's dog big?
Class: No, he isn't. He isn't big.

Teacher: Manuel, please bring me Sandra's dog.
Manuel: I'm bringing you Sandra's dog.

After he has given the dog to the teacher,
Teacher: Who brought me Sandra's dog?
Class: Manuel brought you Sandra's dog.

Vocabulary: Tell me about ....

Teacher: I can tell about Sandra's dog.
Sandra's dog is little.
He is yellow and white.
He likes to play.

Class: We can tell about Sandra's dog.
Sandra's dog is little.
He is yellow and white.
He likes to play.

Teacher: I can tell about Mother. (Refers to the figure on the flannelboard)
This is Sandra's mother.
She is wearing a red dress.
She is wearing a white apron.
She likes to work at home.

Employing echo-type repetition, in unison have the class tell about Father, Sandra, and Manuel.

Give individual practice.

Notes for the Twenty-Third Week of Pre-School English

Monday:

Opening Pattern: I'm sitting near Jose. (To next pupil) Where are you sitting?
Next Pupil: I'm sitting near Sandra. (To next pupil) Where are you sitting?

New Vocabulary: absent

Select name of a pupil who is not present today.
Teacher: Is Rosa at school today? Is she here?
Class: No, she isn't. Rosa is not at school today.
Teacher: No, she isn't. She isn't here.

Teacher: Rosa isn't here. She is absent.
Class: Rosa isn't here. She's absent.

Teacher: Is Rosa absent?
Class: Yes, she is. Rosa is absent.

Teacher: Is Sandra at school today? Is she here?
Class: Yes, she is. Sandra's here today.

Teacher: Sandra is here. She is not absent.
Class: Sandra's here. She isn't absent.

Teacher: Sandra is at school today. She isn't absent.
Class: Sandra's at school. She isn't absent.

Teacher: Is Sandra absent?
Class: No, she isn't. Sandra isn't absent.

Teacher: Manuel, are you at school today?
Manuel: Yes, I am. I'm at school today.

Teacher: Manuel, are you absent today?
Manuel: No, I'm not. I'm not absent today.

Teacher: Is Manuel absent today?
Class: No, he isn't. Manuel isn't absent today.

Teacher: The water is in the stream.
Class: The water is in the stream.

Teacher: There's water in the stream.
Class: There's water in the stream.

Wednesday

Opening Pattern: My mother cooks breakfast every morning. (To next pupil) What does your mother cook every morning?
Next Pupil: My mother cooks breakfast every morning. (To next pupil) What does your mother cook every noon?
Next Pupil: My mother cooks lunch every noon. (To next pupil) What does your mother cook every morning?

In the above recitation, the pupils will gain a better understanding of the sequence of their meals.

Place the Big Farm Picture where all can see.
Teacher: I see the stream.
There's water in the stream.

Class: I see the stream.
There is water in the stream.

Teacher: I see the stream.
The horses are getting a drink of water.
Class: The horses are getting a drink of water.

Teacher: The horses are drinking water from the stream.
Class: The horses are drinking water from the stream.

Teacher: What are the horses doing?
Class: They are drinking water from the stream.
Teacher: Yes, they are getting a drink of water.

Teacher: What are the horses doing?
Class: They are getting a drink of water.
Teacher: They are getting a drink of water from the stream.

Teacher: What are the horses doing?
Class: They're getting a drink of water from the stream.
Teacher: Yes, they're getting a drink of water from the stream.

Show Picture #14 to the class.
Teacher: Manuel is drinking milk from a glass.
Class: Manuel is drinking milk from a glass.

Teacher: The horses drink from the stream.
Manuel drinks from a glass.

Vocabulary: Practice in the use of "over".

Teacher: The bridge is over the stream.
Class: The bridge is over the stream.

Show the pupils the bridge.
Teacher: The bridge is over the stream.
Class: The bridge is over the stream.

Teacher: Is the bridge over the pig pen?
Class: No, it isn't. The bridge isn't over the pig pen.

Teacher: Is te- bridge over the stream?
Class: Yes, it is. The bridge is over the stream.

Teacher: Where is the bridge?
Class: The bridge is over the stream.

Show the class Picture #4. Give practice in patterns for the picture: Sandra is jumping over the broomstick.

Show Picture #6 Give practice in the use of patterns for this picture: Mr. Castro is driving a truck over the bridge.

Show Picture #20. Give practice in the use of patterns for this picture: Sally is jumping over a rope.

Thursday

Opening Pattern: I like to eat. I like apples. (To next pupil) What do you like to eat?
Next Pupil: I like to eat fruit. (To next pupil) What do you like to eat?
Next Pupil: I like to eat ice cream. (To next pupil) What do you like to eat?

Display the Big Farm Picture.

Encourage "tell about" paragraphs about the pigs, the horses, and the stream.

I see two big pigs.
I see some little pigs.
The pigs are in a pig pen.
The pigs are eating corn.

Two horses are getting a drink.
The horses are drinking from the stream.
Manuel is sitting on a horse.

I see a stream.
Water is in the stream.
Horses are getting a drink from the stream.
A bridge is over the stream.

Teacher: The ducks are swimming in the stream.
Class: The ducks are swimming in the stream.

Teacher: Ducks swim in water.
Class: Ducks swim in water.

Teacher: Ducks swim in water.
Class: Ducks swim in water.

Teacher: Ducks can swim in the water.
Class: Ducks can swim in water.

Teacher: Indicating the ducks in the water) What are these ducks doing?
Class: They are swimming.
Teacher: Yes, they're swimming in the water.

Friday

Opening Pattern: (Referring to the Big Farm Picture) I see two brown horses. (To next pupil) What do you see?
Next Pupil: I see some ducks swimming in the water. (To Next pupil) What do you see?
Next Pupil: I see some ducks swimming in the stream. What do you see?
Next Pupil: I see two big pigs in a pig pen. (To next pupil) What do you see?

New Vocabulary: tree, branch, leaves

Teach the following patterns:

This is a tree.
I see a tree.
I see two big trees.

This is abranch of a tree.
The bird is standing on the branch.
The branch is brown.

Where is the bird?
The bird is in the tree.
The bird is on the branch of the tree.

These are the leaves.
The leaves are green.

Teacher: Manuel is under a tree.
Class: He is under a tree.

Teacher: Sandra is under a tree.
Class: Sandra is under a tree.

Notes for the Twenty-Fifth Week of Pre-School English

Some of the factors which seem to contribute significantly to holding pupil interest during the English period are:

1. Seating arrangement: Pupils seated in a group close to the teacher were markedly more interested and responsive than pupils seated in rows of seats. Please experiment with a grouping plan that brings pupils and teacher together in an arrangement where all can see the faces of the others.

2. Full Pupil Participation: Almost continuous opportunities for every pupil to respond. Much group repetitions of patterns, frequent use of smaller group responses, such as all of the girls giving a response, and occasional opportunities for individual speech, with the individuals chosen at random, so that all must be prepared to be selected to answer.

   In one class, the teacher often asked the pupils to repeat in chorus the question she had asked. This device kept the pupils alert and gave them practice in asking the questions. Seldom did a pair of eyes leave her face.

3. Providing opportunities for physical movement as a change of pace motivates good attention.

4. Teacher enthusiasm and creativity: When the teacher's voice and actions convey an alert interest in the pupils and in the program, they create a stimulating environment for learning. This seems to be particularly evident with pupils who are just beginning to understand the language.

To provide adequate practice on all types of patterns, divide the class into two groups. Assign the teacher's part to one group and the class's part to the other.

As you use figures from the Instructo Kits, let groups of pupils repeat dialogues appropriate to the characters involved.

Monday:

Opening Pattern: (Each pupil points to a red book) That is a red book.
The book is red.

Display Picture #14

Repeat with other members of the class.

Review: near, he, she, my, your

Teacher: I am standing near my desk.
Class: You are standing near the desk.

Teacher: Sandra, can you stand near my desk?
Sandra: Yes, I can. I can stand near your desk.

Teacher: Sandra, stand near my desk.
Sandra stands near the teacher's desk.

Teacher: Sandra is standing near my desk.
Class: Sandra is standing near your desk.

Teacher: What is Sandra doing?
Class: She is standing near your desk.

Teacher: What is Sandra doing?
Class: She's standing near your desk.

Teacher: Sandra, what are you doing?
Sandra: I'm standing near your desk.

Sandra returns to her seat.

New Vocabulary: stood

Teacher: Sandra stood near my desk.
Class: Sandra stood near your desk.

Teacher: What did Sandra do?
Class: She stood near your desk.

Teacher: Sandra, what did you do?
Sandra: I stood near your desk.

Teacher: Did Sandra stand in my desk?
Class: No, she didn't. She didn't stand in your desk.

Teacher: Where did Sandra stand?
Class: She stood near your desk.

Give practice by substituting Manuel for Sandra.

Place the Instructo House on the flannelboard.
From the Instructo Community Helpers Kit, take out the Nurse.
Place the Nurse in the living room of the house.

Teacher: The nurse is standing in the living room.
Class: She's standing in the living room.

Remove the figure from the house.
Teacher: Where did the nurse stand?
Class: She stood in the living room.

Let Sandra place the figure of the nurse in the bedroom.
Sandra: Where is the nurse standing?
Class: She's standing in the bedroom.

Sandra removes the figure of the nurse.
Sandra: Where did the nurse stand?
Class: She stood in the bedroom.

Sandra: Did the nurse sit in the bedroom?
Class: No, she didn't. She didn't sit in the bedroom.

Sandra: What did she do in the bedroom?
Class: She stood in the bedroom.

Let pupils take turns selecting one of the figures from the Kit and placing it in one of the rooms. Repeat the above type of patterns, making the appropriate substitutions.

Relaxing Jingle: In chorus pupils repeat the following jingle. On the last line, they jump as they say, "Jump, jump, jump."

Jumping is fun
Jumping is fun
Jumping is fun for everyone

The longer you jump
The better you jump
So, Jump, jump, jump

Tuesday:

Opening Pattern: (In rotation, each child states his presence at school as follows:) I'm at school today. I'm not absent.

Teacher: You are at school today. You are not absent.
Class: We're at school today. We aren't absent.

Teacher: Juan isn't at school today. He's absent.
Class: Juan isn't at school today. He's absent.

Teacher: Is Juan at school today?
Class: No, he isn't. Juan isn't at school today.

Teacher: Is Juan absent today?
Class: Yes, he is. Juan is absent today.

New Vocabulary: from, took

Teacher: I'm putting the book on the desk.
Class: You're putting the book on the desk.

Teacher: I put the book on the desk.
Class: You put the book on the desk.

Teacher: I can take the book from the desk.
Class: You can take the book from the desk.

Teacher removes the book.
Teacher: I took the book from the desk.
Class: You took the book from the desk.

Teacher: Did I take the book from the desk?
Class: Yes, you did. You took the book from the desk.

Teacher: What did I do?
Class: You took the book from the desk.

Teacher: Manuel, please put this pencil on the shelf.

After Manuel puts the pencil on the shelf,
Teacher: What did Manuel do?
Class: He put the pencil on the shelf.

Teacher: Did Manuel put the pencil on the table?
Class: No, he didn't. He didn't put the pencil on the table.

Teacher: Where did Manuel put the pencil?
Class: He put it on the shelf.

Teacher: Sandra, please take the pencil from the shelf.
Class: Sandra, please take the pencil from the shelf.

After the action has been taken,
Teacher: Sandra took the pencil from the shelf.
Class: She took the pencil from the shelf.

Teacher: What did Sandra do?
Class: She took the pencil from the shelf.

Repeat these patterns, substituting other known objects and locations. Let pupils take turns giving the directions.

Stand by the door. As you walk slowly from the door to the desk,
Teacher: I am walking from the door to the desk.
Class: You are walking from the door to the desk.

After the action is completed,
Teacher: I walked from the door to the desk.
Class: You walked from the door to the desk.

Teacher: Did I walk from the door to the desk?
Class: Yes, you did. You walked from the door to the desk.

Teacher: Did I walk from the door to the desk?
Class: Yes, you did. You walked from the door to the desk.

Teacher: Did I walk from the cow to the desk?
Class: No, you didn't. You didn't walk from the cow to the desk.

Teacher: Did I walk from the cow to the desk?
Class: No, you did not. You did not walk from the cow to the desk.

Teacher: Where did I walk?
Class: You walked from the door to the desk.

Give practice on the following patterns:

Run from the door to the desk.
Did Manuel run from the door to the desk?
Yes, he did. He ran from the door to the desk.

Take the pencil from the table.
What did Sandra do?
She took the pencil from the table.

Review: help

Display Picture #19. Review patterns:
Sandra is helping Mother.
Manuel is helping Father.

The man is helping Sandra.

Wednesday:

Opening Pattern: I came from home to school this morning. (To next pupil) Did you come from home to school?
Next Pupil: Yes, I did. I came from home to school this morning. (To next pupil) Did you come from home to school?

Review Vocabulary: Tell about, animal, pig, horse, cow, sheep, chicken

Display Picture #18

Teacher: I can tell about the big cow.
It is brown and white.
It has a baby.
It is a big cow.
It is standing near the fence.

Teacher: Sandra, please tell me about the big cow.
Sandra: It is brown and white.
It has a baby.
It is a big cow.
It is standing near the fence.

Teacher: Manuel, please tell me about the big horse.
Manuel: It is black.
It has a baby.
It is standing near the fence.
It is a big horse.

Encourage pupils to use appropriate patterns they have learned as they "tell about" other animals in the picture.

New vocabulary: hide, find, found

Show the pupils a red crayon. Send Sandra out of the room.
Teacher: This is a red crayon.
Class: It's a red crayon.

Teacher: I can hide this red crayon.
Class: You can hide the red crayon.

Dramatize your actions as you seek a good hiding place for the red crayon.
Teacher: I'm hiding the red crayon.
Class: You're hiding the red crayon.

Teacher: Sandra, please come in.
Class: Sandra, please come in.

Teacher: Where is the red crayon, Sandra?
Class: Where is the red crayon?

Teacher: Can you find the red crayon?
Class: Can you find the red crayon?

Teacher: Sandra, find the red crayon.
Class: Find the red crayon.

Sandra: I can find the red crayon.

While Sandra is searching for the hidden crayon,
Teacher: Sandra is looking for the red crayon.
Class: She's looking for the red crayon.

Teacher: What is Sandra doing?
Class: She's looking for the red crayon.

Teacher: Sandra, can you find the red crayon?
Sandra: Yes, I can. I can find the red crayon.

Teacher: What are you doing?
Sandra: I'm looking for the red crayon.

When Sandra has the red crayon in her hand,
Teacher: Sandra found the red crayon.
Class: She found the red crayon.

Teacher: Did Sandra find the red crayon?
Class: Yes, she did. Sandra found the red crayon.

Teacher: Sandra, did you find the red crayon?
Sandra: Yes, I did. I found the red crayon.

Send Manuel from the room. Hide a green crayon. Substitute "green crayon" for "red crayon" as you repeat the above action.

Thursday:

Opening Pattern: I came to school yesterday. I was not absent. (To next pupil) Were you absent yesterday?

Next Pupil: No, I wasn't absent yesterday. I came to school.
(To next pupil) Were you absent yesterday?

Review: Give practice in the use of hide, find, found

New Vocabulary: hid

Teacher: This is a red pencil.
Class: It's a red pencil.

Teacher: I can hide the red pencil.
Class: You can hide the red pencil.

Send Rosa out of the room. Hide the red pencil. Rosa returns to the room.
Teacher: Where is the red pencil?
Class: Where is the red pencil?
Rosa: Where is the red pencil?

Teacher: I hid the red pencil.
Class: She hid the red pencil.

Teacher: Where is the red pencil?
Class: You hid the red pencil.
Teacher: Yes, I did. I hid the red pencil.

Teacher: Rosa, can you find the red pencil?
Rosa: Yes, I can. I can find the red pencil.

Teacher: Where is the red pencil?
Rosa: You hid the red pencil.

Teacher: Find the red pencil, Rosa.
Class: Find the red pencil, Rosa.

Practice the appropriate patterns as Rosa looks for and finds the red pencil.

From the Instructo Kit, Members of the Family, get out the felt bird.

New Vocabulary: bird, fly

Review Vocabulary: find

Teacher: This is a bird.
Class: It's a bird.

Teacher: What is this?
Class: It's a bird.

Show pupils Picture #20
Teacher: Who can find a bird?
Class: I can find the bird.

Teacher: That's a bird. (Points to the bird)
Class: That's a bird.

Teacher: The bird is flying.
Class: The bird is flying.

Teacher: (Pointing to the bird) The bird can fly.
Class: The bird can fly.

Teacher: What is the bird doing?
Class: The bird can fly.

Teacher: Can the bird fly?
Class: Yes, it can. The bird can fly.

Again place the felt bird on the flannelboard.
Teacher: Sandra, tell me about the bird.
Sandra: The bird is yellow.
The bird is little.
The bird can fly.

Teacher: Is the bird big?
Class: No, it isn't. The bird isn't big.

Teacher: Is the bird little?
Class: Yes, it is. The bird is little.

Review vocabulary: big, little

Discuss the big girl and the little girl in the picture, Picture #20
Teacher: The little gir's name is Sally.
Class: Her name is Sally.

Teacher: Manuel, tell me about Sally.
Manuel: Sally is little.
Sally is wearing a blue dress.
She is jumping over a rope.

Point to the big girl.

Teacher: Rosa, tell me about the big girl.
Rosa: This is Sandra.
She is big.
She is wearing a red and white dress.

Give practice on the Relaxing Jingles. Employ appropriate gestures.

Head, Shoulders, Knees, and Toes.

Head, shoulders, knees and toes.
Head, shoulders, knees and toes.
Head, shoulders, knees and toes.
We'll all stand up together. (Stand up)

Head, shoulders, knees and toes.
Head, shoulders, knees and toes.
Head, shoulders, knees and toes.
We'll all turn around together. (Turn around)

Head, shoulders, knees and toes.
Head, shoulders, knees and toes.
Head, shoulders, knees and toes.
We'll all sit down together. (Sit down)

Teacher: Sandra and Manuel are turning the rope.
Class: They are turning the rope.

Teacher: Can Sandra turn the rope?
Class: Yes, she can. She can turn the rope.

Teacher: Can Manuel turn the rope?
Class: Yes, he can. He can turn the rope.

Friday:

Opening Pattern: I can turn around. (Stands up and turns around. To next pupil) Can you turn around?

Next Pupil: Yes, I can. I can turn around. (Turns around. To next pupil) Can you turn around?

Review Vocabulary: bird, fly, cat, dog, turn

Suggested Patterns:
Sandra and Manuel are turning the rope.

What are Sandra and Manuel doing?
They are turning the rope.

Show me the cat.
Show me the dog.
Shoe me the bird.

The bird can fly.
Can the bird fly?
Yes, it can. The bird can fly.
The bird is flying.

New Vocabulary: squirrel, tree

Teacher: This is a squirrel.
Class: It's a squirrel.

Teacher: The squirrel is in the tree.
Class: The squirrel is in the tree.

Teacher: Where is the squirrel?
Class: The squirrel is in the tree.

Teacher: Where is the squirrel?
Class: He's in the tree.

Review: over

Teacher: What is the little girl doing?
Class: She's jumping over the rope.

Teacher: Is the big girl jumping over the rope?
Class: No, she isn't. The big girl isn't jumping over the rope.

Teacher: Who is jumping over the rope?
Class: The little girl is jumping over the rope.

Teacher: The bird is flying over the fence.
Class: The bird is flying over the fence.

Teacher: Is the bird flying over the fence?
Class: Yes, it is. The bird is flying over the fence.

Teacher: Manuel, tell me about the bird.
The bird is red.
The bird is little.
The bird is flying over the fence.

If time permits, give practice on patterns introduced this week.

Notes for the Twenty-Fourth Week of Teaching Pre-School English

We will help the pupils to respond automatically in English while they are thinking of what they want to say. The transition from mimic responses to expressions of independent thinking can be facilitated by practice in assembling several patterns pertaining to one subject and expressing those thoughts as a short paragraph. Pupils select and use sentences that have been mastered in previous repetition drills. An example of this type of exercise is the following response in answer to the question, "What do you see?"

I see a bird.
The bird is yellow.
The bird can fly.

Give pupils opportunities to apply practiced patterns by having them engage in dramatic play. Mother may ask the children at the table what they like to eat. Pupils may dramatize going to the store or to a pet shop. The ice cream man who sells ice cream from a push cart appeals to the boys and girls as a good opportunity for dramatic play.

As these situations are dramatized, the teacher mus exercise close control of teh vocabulary to assure that learned patterns are used and that any new vocabulary is repeated enough times to become learned. It is better that pupils master a smaller number of patterns than to be exposed to so many that they become confused and lose their confidence that they can learn to speak English. Ther just isn't any way that I know of to learn to speak English without much pracitce. The role of the teacher is to provide opportunities for this practice and still keep within the words which pupils have learned by drill.

Monday

Opening Pattern: (Pointing to dress) This is a blue dress. My dress is blue.

Next Pupil: (Pointing to his shirt) This is a green shirt. My shirt is green.

Review: colors

Suggested Questions:

What color is the flag?
What color is your desk?
What color is your hair?
What color is Sandra's hair?
What color is the floor?

Place the Instucto House on the flannel board.
Give practice in these patterns?

Point to the living room.
What room is this?
It's the living room.

What does the family do here?
They sit in the living room.
They read in the living room.

Do they sleep in the living room?
No, they don't. They don't sleep in the living room.

Point to the kitchen:
What room is this?
It's the kitchen.

Does Mother cook in the kitchen?
Yes, she does. Mother cooks in the kitchen.

Does the family eat in the kitchen?
Yes, they do. They eat in the kitchen.

What does Sandra like to eat?
Sandra likes to eat ice cream.
Sandra likes to eat fruit.

Do you like fruit?
Yes, I do. I like fruit.

Do you like apples?
Yes, I do. I like apples.

Do you like grapes?
Do you like bananas?
Do you like oranges?

When does Mother cook breakfast?
She cooks breakfast every morning.

When does Manuel eat breakfast?
He eats breakfast every morning.

When does Sandra eat breakfast?
She eats breakfast every morning.

When does Mother cook dinner?
She cooks dinner every night.

Do you eat dinner every night?
Yes, I do. I eat dinner every night.

Place the big farm picture, 36" x 24", where all can see it.

Teacher: (Indicates the whole area) This is a farm.
Class: It's a farm.

Teacher: I see this farm. (Indicates the farm, including house and barn)
Class: I see the farm.

Teahcer: Is this a farm?
Class: Yes, it is. It's a farm.

Teacher: These are animals. (Indicates the animals)
Class: They are animals.

Teacher: The animals live on the farm.
Class: The animals live on the farm.

Teacher: Do the animals live on the farm?
Class: Yes, they do. The animals live on the farm.

Teacher: Do the animals live in our school?
Class: No, they don't. The animals don't live in our school.

Teacher: (Pointing to the pigs.) These are pigs.
Class: They're pigs

Teacher: This is a pen.
Class: It's a pen.

Teacher: The pigs are in the pen.
Class: They're in the pen.

Teacher: Where are the pigs?
Class: They're in the pen.

Teacher: Do pigs live on the farm?
Class: Yes, they do. They live on the farm.

Teacher: Do the pigs live in a pen?
Class: Yes, they do. They live in a pen.

Teacher: The pigs are eating corn.
Class: They are eating corn.

Teacher: What are the pigs eating?
Class: They're eating corn.

Teacher: What do pigs like to eat?
Class: They like to eat corn.

Teacher: The ducks are near the pig pen.
Class: The ducks are near the pig pen.

Teacher: Where are the ducks?
Class: They're near the pig pen.

Indicate the ducks in the water.
Teacher: These ducks are in the water.
Class: They're in the water.

Teacher: Where are these ducks?
Class: They're in the water.

Teacher: The ducks are swimming.
Class: The ducks are swimming.

Teacher: The ducks are swimming in the water.
Class: The ducks are swimming in the water.

By "echo" repetition, encourage the class to tell about the pigs.
Teacher: I see the pigs.
There are two big pigs.
There are some little pings.
They live in the pig pen.
They live on the farm.

Teacher: Sandra, tell me about the pigs.
Sandra: I see the pigs.
There are two big pigs.
There are some little pigs.
They live in teh pig pen.
They live on the farm.

Give practice in telling about the pigs.

Tuesday

Opening Pattern: Pigs live on a farm. (To the next pupil) Where do horses live?
Next Pupil: Horses live on a farm. (To next pupil) Where do cows live?
Next Pupil: Cows live on a farm. (To next pupil) Where do ducks live?

New Vocabulary: around

Teacher: This is a fence.
Class: It's a fence.

Teacher: The fence is around the pig pen.
Class: The fence is around the pig pen.

Walk around a table.

Teacher: I can walk around this table.
Class: You can walk around the table.

Teacher: Sandra, can you walk around the table?
Sandra: Yes, I can. I can walk around the table.
Teacher: Sandra, please walk around the table.

Teacher: Sandra is walking around the table.
Class: She is walking around the table.
Teacher: Yes, she is. She's walking around the table.

Teacher: (After Sandra has walked around the table.) Sandra walked around the table.
Class: She walked around the table.

Teacher: What did Sandra do?
Class: She walked around the table.

Teacher: Sandra, what did you do?
Sandra: I walked around the table.

Teacher: I can put my hands around this ball. (Do it)
Class: You can put your hands around the ball.

Teacher: Manuel, put your hands around the ball.
Manuel: I'm putting my hands around the ball.

Teacher: Manuel put his hands around the ball.
Class: He put his hands around the ball.

Teacher: What did Manuel do?
Class: He put his hands around the ball.

Give practice in the use of "around".

Refer again to the Big Farm Picture.

Teacher: What is around the pig pen?
Class: The fence is around the pig pen.

Teacher: What is near the pig pen?
Class: The ducks are near the pig pen.

Teacher: What is in the pig pen?
Class: The pigs are in the pig pen.

Discuss the water. Indicate the course of the stream.
Teacher: This is a stream.
Class: It's a stream.

Teacher: The water is in the stream.
Class: The water is in the stream.

Teacher: There's water in the stream.
Class: There's water in the stream.

Wednesday

Opening Pattern: My mother cooks breakfast every morning. (To next pupil) What does your mother cook every morning?
Next Pupil: My mother cooks breakfast every morning. (To next pupil) What does your mother cook every noon?
Next Pupil: My mother cooks lunch every noon. (To next pupil) What does your mother cook every morning?

In the above recitation, the pupils will gain a better understanding of the sequence of their meals.

Place the Big Farm Picture where all can see.
Teacher: I see the stream.
There's water in the stream.

Class: I see the stream.
There is water in the stream.

Teacher: I see the stream.
The horses are getting a drink of water.
Class: The horses are getting a drink of water.

Teacher: The horses are drinking water from the stream.
Class: The horses are drinking water from the stream.

Teacher: What are the horses doing?
Class: They are drinking water from the stream.
Teacher: Yes, they are getting a drink of water.

Teacher: What are the horses doing?
Class: They are getting a drink of water.
Teacher: They are getting a drink of water from the stream.

Teacher: What are the horses doing?
Class: They're getting a drink of water from the stream.
Teacher: Yes, they're getting a drink of water from the stream.

Show Picture #14 to the class.
Teacher: Manuel is drinking milk from a glass.
Class: Manuel is drinking milk from a glass.

Teacher: The horses drink from the stream.
Manuel drinks from a glass.

Vocabulary: Practice in the use of "over".

Teacher: The bridge is over the stream.
Class: The bridge is over the stream.

Show the pupils the bridge.
Teacher: The bridge is over the stream.
Class: The bridge is over the stream.

Teacher: Is the bridge over the pig pen?
Class: No, it isn't. The bridge isn't over the pig pen.

Teacher: Is te- bridge over the stream?
Class: Yes, it is. The bridge is over the stream.

Teacher: Where is the bridge?
Class: The bridge is over the stream.

Show the class Picture #4. Give practice in patterns for the picture: Sandra is jumping over the broomstick.

Show Picture #6 Give practice in the use of patterns for this picture: Mr. Castro is driving a truck over the bridge.

Show Picture #20. Give practice in the use of patterns for this picture: Sally is jumping over a rope.

Thursday

Opening Pattern: I like to eat. I like apples. (To next pupil) What do you like to eat?
Next Pupil: I like to eat fruit. (To next pupil) What do you like to eat?
Next Pupil: I like to eat ice cream. (To next pupil) What do you like to eat?

Display the Big Farm Picture.

Encourage "tell about" paragraphs about the pigs, the horses, and the stream.

I see two big pigs.
I see some little pigs.
The pigs are in a pig pen.
The pigs are eating corn.

Two horses are getting a drink.
The horses are drinking from the stream.
Manuel is sitting on a horse.

I see a stream.
Water is in the stream.
Horses are getting a drink from the stream.
A bridge is over the stream.

Teacher: The ducks are swimming in the stream.
Class: The ducks are swimming in the stream.

Teacher: Ducks swim in water.
Class: Ducks swim in water.

Teacher: Ducks swim in water.
Class: Ducks swim in water.

Teacher: Ducks can swim in the water.
Class: Ducks can swim in water.

Teacher: Indicating the ducks in the water) What are these ducks doing?
Class: They are swimming.
Teacher: Yes, they're swimming in the water.

Friday

Opening Pattern: (Referring to the Big Farm Picture) I see two brown horses. (To next pupil) What do you see?
Next Pupil: I see some ducks swimming in the water. (To Next pupil) What do you see?
Next Pupil: I see some ducks swimming in the stream. What do you see?
Next Pupil: I see two big pigs in a pig pen. (To next pupil) What do you see?

New Vocabulary: tree, branch, leaves

Teach the following patterns:

This is a tree.
I see a tree.
I see two big trees.

This is abranch of a tree.
The bird is standing on the branch.
The branch is brown.

Where is the bird?
The bird is in the tree.
The bird is on the branch of the tree.

These are the leaves.
The leaves are green.

Teacher: Manuel is under a tree.
Class: He is under a tree.

Teacher: Sandra is under a tree.
Class: Sandra is under a tree.

Notes for the Twenty-Fifth Week of Pre-School English

Some of the factors which seem to contribute significantly to holding pupil interest during the English period are:

1. Seating arrangement: Pupils seated in a group close to the teacher were markedly more interested and responsive than pupils seated in rows of seats. Please experiment with a grouping plan that brings pupils and teacher together in an arrangement where all can see the faces of the others.

2. Full Pupil Participation: Almost continuous opportunities for every pupil to respond. Much group repetitions of patterns, frequent use of smaller group responses, such as all of the girls giving a response, and occasional opportunities for individual speech, with the individuals chosen at random, so that all must be prepared to be selected to answer.

   In one class, the teacher often asked the pupils to repeat in chorus the question she had asked. This device kept the pupils alert and gave them practice in asking the questions. Seldom did a pair of eyes leave her face.

3. Providing opportunities for physical movement as a change of pace motivates good attention.

4. Teacher enthusiasm and creativity: When the teacher's voice and actions convey an alert interest in the pupils and in the program, they create a stimulating environment for learning. This seems to be particularly evident with pupils who are just beginning to understand the language.

To provide adequate practice on all types of patterns, divide the class into two groups. Assign the teacher's part to one group and the class's part to the other.

As you use figures from the Instructo Kits, let groups of pupils repeat dialogues appropriate to the characters involved.

Monday:

Opening Pattern: (Each pupil points to a red book) That is a red book.
The book is red.

Display Picture #14

Teacher: The children are eating dinner.
Class: They're eating dinner.

New Vocabulary: food, plate, carrots, bread, butter, meat, dish

Teacher: The children are eating dinner at the table.
Class: The children are eating dinner at the table.

Teacher: They're sitting at the table.
Class: They're sitting at the table.

Teacher: The children are eating food. (Shoe the food)
Class: They're eating food.

Teacher: Sandra is eating her food.
Class: She's eating her food.

Introduce and teach the words of the new vocabulary by giving practice on the following patterns:

This is meat.
It's meat.
Meat is a food.

This is a potato.
It's a potato.
Potatoes are a food.

This is a plate.
This is Sandra's plate.
This is Manuel's plate.
This is Jose's plate.
Whose plate is this?
It's Sandra's plate.

Sandra's food is on her plate.
Manuel's food is on his plate.
Jose's food is on his plate.

This is bread.
It's bread.
The bread is on a plate.

This is butter.
It's butter.
The butter is on the butter dish.

These are carrots.
They are carrot sticks.
The carrot sticks are in a dish.

Jose is eating a carrot stick.
Jose likes carrots.
Does Jose like carrots?
Yes, he does. Jose likes carrots.
He likes carrot sticks.

Teacher: Sandra's food is on her plate.
Class: Sandra's food is on her plate.

Teacher: Where is Sandra's food?
Class: It's on her plate.

Teacher: What is Sandra eating?
Class: Sandra is eating her food.

Teacher: I can name the foods on the table.
I see meat, potatoes, milk, apples, carrots, bread, and butter.
I can name the foods on the table.
I see meat, potatoes, milk, apples, carrots, bread, and butter.

Teacher: Is Sandra eating ice cream?
Class: No, she isn't. She isn't eating ice cream.

Teacher: Is Sandra eating her food?
Class: Yes, she is. She's eating her food.
Teacher: Yes, she's eating her food.

Teacher: Pointing to Sandra in Picture #14, Rosa, tell about Sandra.
Rosa: Sandra is at the table.
She is eating.
She's eating her food.
Her food is on her plate.

Teacher: What food does Sandra have on her plate?
Class: She has meat, a potato, and a vegetable on her plate.
Teacher: Yes, she has a green vegetable on her plate.

Teacher: What food does Manuel have on his plate?
Class: He has meat, a potato, and a green vegetable on his plate.

Teacher: Is Manuel drinking milk?
Class: Yes, he is. Manuel is drinking milk.

Teacher: Is Jose eating a carrot stick?
Class: Yes, he is. Jose is eating a carrot stick.

Teacher: Does Manuel like milk?
Class: Yes, he does. Manuel likes milk.
Teacher: Yes, he does. He's drinking milk.

Teacher, pointing to Manuel in Picture #14,
Teacher: Rosa, tell me about Manuel.
Rosa: Manuel is sitting at the table.
He is eating his dinner.
Manuel is drinking milk.
He likes milk.

Teacher: What does Jose like?
Class: Jose likes carrot sticks.

Review: Place the Big Farm picture where all can see it.

Review and give practice on these patterns:
This is a fence.
It's a fence.
The fence is around the pig pen.

Drill on uses of "around"
Sandra walked around the table.
I can put my hands around the ball.

Tuesday:

Place the Big Farm Picture where all can see it.
Each pupil has a turn going to the picture, pointing to an animal and saying:
First Pupil: I see a pig. (Pointing) This is a pig. (To next pupil) What animal do you see?

Next Pupil: I see a brown and white cow. (Pointing to the one he means) This is a brown and white cow. (To next pupil) What animal do you see?

Continue to all pupils in the class, allowing each to point to an animal.

Review: here, there

Teacher: Sandra, where is the stream?
Class: Where is the stream?

Sandra, touching the stream: Here's the stream.
Teacher: Yes, there is the stream.
Class: There is the stream.

Teacher: There's the stream. (Pointing to it)
Class: There's the stream.

Teacher: There is water in the stream.
Class: There is water in the stream.

Teacher: There's water in the stream.
Class: There's water in the stream.

Teacher: Manuel, please show me the horse.
Manuel goes to the picture and touches a horse.

Manuel: Here's a horse. (Touching the horse)
Teacher: There's a horse. (Pointing)
Class: There's a horse.

Teacher: Rosa, show me the two big pigs.
Rosa: (Touching them) Here are two big pigs.
Teacher: (Pointing) Yes, there are two big pigs.
Class: There are two big pigs.

Teacher: (Touching the brown horse) Here's a brown horse.
Class: (Pointing) There's a brown horse.

Teacher: What's the brown horse doing?
Class: He's getting a drink of water.

Teacher: (Touching the colt) Here's a colt.
Class: There's a colt.

Teacher: The colt is getting a drink of water.
Class: The colt is getting a drink of water.

Teacher: What is the colt doing?
Class: He's getting a drink of water.

Drill on the expression, "getting a drink of water"

Teacher: Sandra, please get a drink of water.
Class: Sandra, please get a drink of water.

Teacher: What is Sandra doing?
Class: She's getting a drink of water.

After the action is completed,
Teacher: Sandra got a drink of water.
Class: Sandra got a drink of water.

Teacher: What did Sandra do?
Class: She got a drink of water.

Teacher: Sandra, what did you do?
Sandra: I got a drink of water.

Repeat these patterns with other children.

Teacher: Did Sandra write her name?
Class: No, she didn't. She didn't write her name.

Teacher: Did Sandra get a drink of water?
Class: Yes, she did. She got a drink of water.

Teacher: Sandra, did you get a drink of water?
Sandra: Yes, I did. I got a drink of water.

New Vocabulary: question, ask, asked

Teacher: "What is your name?" is a question.
Class: "What is your name?" is a question.

Give other examples of a question.

Teacher: I'm asking questions. "What is your name? Where do you live? , etc.
Class: You are asking questions.

Teacher: I can ask a question. "Where do you live, Sandra?"
Sandra: I live on Fourth Street.

Teacher: I can ask a question: "Where do you live, Jose?"

Teacher: I asked this question: "Where do you live, Jose?"
Class: You asked "Where do you live, Jose?"

Teacher: Where do you live, Jose?
Jose: I live on Sixth Street.

Teacher: What did I ask?
Class: Where do you live, Jose?

Drill on "What did I ask?" By using this question, the teacher can give pupils practice in repeating the question forms of patterns used in the lesson plans.

Teacher: Is the colt getting a drink of water?
What did I ask?
Class: Is the colt getting a drink of water?

Teacher: Is the colt getting a drink of water?
Class: Yes, he is. The colt is getting a drink of water.

Teacher: (Pointing) This is a big tree.
Class: That's a big tree.

Teacher: The tree has leaves. (Indicates the leaves)
Class: The tree has leaves.

Teacher: Does the tree have leaves?
What question did I ask?
Class: Does the tree have leaves?

Teacher: Does the tree have leaves?
Class: Yes, it does. The tree has leaves.

Teacher: (Pointing) Those are the branches.
Class: Those are the branches.

Teacher: Does the tree have branches?
What did I ask?
Class: Does the tree have branches?

Teacher: Does the tree have branches?
Class: Yes, it does. The tree has branches.

Give practice on other appropriate questions. It will take many review lessons to teach pupils the difference between "ask" and "tell."

Wednesday:

Opening Pattern: I can ask a question. "What is your name?" is a question. (To next pupil) Can you ask a question?

Next Pupil: I can ask a question. "Where do you live?" is a question.

Next Pupil: I can ask a question. "What's your name?" is a question.

Place the Big Farm Picture where all can see it.

Teacher: The man is cutting the grass.
Class: The man is cutting the grass.
Teacher: Yes, the man's cutting the grass.

Teacher: What is the man doing?
Class: He's cutting the grass.

Teacher: Is the man cutting the grass?
What question did I ask?
Class: Is the man cutting the grass?

Teacher: Is the man cutting the grass?
Class: Yes, he is. He's cutting the grass.

Teacher: (Pointing) That's a tractor.
Class: (Pointing) That's a tractor.

Teacher: The tractor is pulling a wagon.
Class: The tractor is pulling a wagon.
Teacher: Yes, the tractor's pulling a wagon.

Teacher: What is the tractor doing?
What did I ask?
Class: What is the tractor doing?

Teacher: What is the tractor doing?
Class: It's pulling the wagon.

Teacher: Is it a big wagon?
Class: Yes, it is. It's a big wagon.

Teacher: Is it a little wagon?
What question did I ask?
Class: Is it a little wagon?

Teacher: Is the tractor pulling a little wagon?
Class: No, it isn't. The tractor isn't pulling a little wagon.

Teacher: What kind of wagon is the tractor pulling?
Class: The tractor is pulling a big wagon.

Teacher: The man is driving the tractor.
Class: The man is driving the tractor.

New Vocabulary: driver, bus

Teacher: The man is driving the tractor. He's a tractor driver.
Class: The man is driving the tractor. He's a tractor driver.

Teacher: What is this man? (Pointing to the tractor driver)
Class: He's a tractor driver.

Display Picture #6

Teacher: The man is driving the truck. He's a truck driver.
Class: The man is driving the truck. He's a truck driver.

Teacher: What is the man doing?
Class: He's driving the truck.

Teacher: What is the man?
Class: He's a truck driver.

Teacher: Where is the man driving the truck?
Class: He's driving the truck over the bridge.

Teacher: Who is driving the truck?
Class: The truck driver is driving the truck.

Teacher: Who is driving the tractor?
What did I ask?
Class: Who is driving the tractor?

Teacher: Who is driving the tractor?
Class: The tractor driver is driving the tractor.

Teacher: (Pointing to the bus in the Big Farm Picture) This is a bus.
Class: It's a bus.

Teacher: The bus driver is driving the bus.
Class: The bus driver is driving the bus.

Teacher: Is the truck driver driving the bus?
What question did I ask?
Class: Is the truck driver driving the bus?

Teacher: Is the truck driver driving the bus?
Class: No, he isn't. The truck driver isn't driving the bus.

Teacher: Is the bus driver driving the bus?
Class: Yes, he is. The bus driver is driving the bus.

Thursday:

Opening Pattern: The bus driver drives the bus. (To next pupil) Who drives the tractor?
Next Pupil: The tractor driver drives the tractor. (To next pupil) Who drives the truck?
Next Pupil: The truck driver drives the truck. (To next pupil) Who drives the bus?

Review: pull

Teacher: The tractor is pulling the wagon. (In Big Farm Picture)
Class: The tractor is pulling the wagon.

Teacher: What is the tractor doing?
Class: It's pulling the wagon.

Refer to Picture #15

Teacher: Is the ice cream man pulling the wagon?
Class: No, he isn't. The ice cream man isn't pulling the wagon.

Teacher: Is the ice cream man pushing the wagon?
Class: Yes, he is. The ice cream man is pushing the wagon.

Give practice on patterns which teach the distinction between "push" and "pull."

Have Sandra and Rosa hold hands.
Teacher: Sandra, pull Rosa to the door.
Class: Pull her to the door.

As Sandra pulls Rosa along the floor,
Teacher: Sandra is pulling Rosa.
Class: Sandra is pulling Rosa.

After they arrive at the door,
Teacher: Sandra pulled Rosa to the door.
Class: Sandra pulled Rosa to the door.

Teacher: What did Sandra do?
Class: She pulled Rosa to the door.

Teacher: Did Sandra push Rosa to the door?
What question did I ask?
Class: Did Sandra push Rosa to the door?

Teacher: Did Sandra push Rosa to the door?
Class: No, she didn't. She didn't push Rosa.

Vocabulary Practice: eat, ate.

Teacher: Sandra, did you eat dinner last night?
Class: Sandra, did you eat dinner last night?
Sandra: Yes, I did. I ate dinner last night.

Teacher: Did Sandra eat dinner last night?
Class: Yes, she did. She ate dinner last night.

Teacher: Did you eat breakfast this morning, boys and girls?
Class: Yes, we did. We ate breakfast this morning.

Teacher: Yesterday I ate lunch.
Class: You ate lunch yesterday.

Teacher: Did I eat lunch yesterday?
Class: Yes, you did. You ate lunch yesterday.

Learn and dramatize the following jingle:

I've just come in from playing,
I'm tired as I can be.
I'll cross my arms and close my eyes,
So I can't see.

Friday:

Opening Pattern: Review parts of the body. I can ask a question.
(To next pupil) Where is your foot?
Next Pupil: (Showing his foot) Here is my foot. (To next pupil)
I can ask a question: Where is your mouth?
Next Pupil: (Touching his mouth) Here is my mouth. (To next pupil) I can ask a question: Where is your arm?

Next Pupil: (Touching his arm) Here's my arm. (To next pupil)
I can ask a question: Where's your knee?

Continue, substituting fingers, ears, eyes, hair, teeth, nose, and toes.

A quick question game should add interest to the review of action words.
Play it as follows:
Teacher: I'm thinking of something. Ask me questions about it.
Point to the pupils as you wish their questions. (You are thinking of a cat.)

Teacher: I'm thinking of something. (Indicate Sandra)
Sandra: Can it eat?
Teacher: Yes, it can eat.

Manuel: Can it write?
Teacher: No, it can't write.

Rosa: Can it dance?
Teacher: No, it can't dance.

Jose: Can it run?

Substitute other action words such as sing, swim, read, sleep, jump, walk, etc.
Finally, tell them what you are thinking about.
Teacher: I'm thinking about a cat.

When the pattern of the game is known, pupils may be divided into groups. The first group decides what they want to think about, a boy, an animal, or what. They repeat the words of the teacher in the above sequence.

From the Instructo Kit, Family Members, place the felt baby on the flannel board.
Teacher: Tell about Baby.
Encourage the following type of story about Baby.

Baby can eat, and she can sleep.
Baby can read. She can't write.

Let pupils think of two things Sandra can do.

Sandra can read and she can write.
Sandra can't fly.

Teacher: Manuel, can you swim?
Manuel: No, I can't. I can't swim.
Class: Manuel can't swim.

Give pupils turns saying things they can do and things they can't do.

Notes on the Twenty-Sixth Week of Teaching Pre-School English

Monday:

Opening Pattern: I live on Dool Street. (To next pupil) Where do you live?
Next Pupil: I live on Second Street. (To next pupil) Where do you live?

Show the felt cut-out of Brother from the Instructo Members of the Family Kit.

Teacher: This is Manuel.
Class: He's Manuel.

Teacher: Manuel can talk. (Playfully) Manuel can tell about himself. Pretend that the felt figure is doing the talking:
My name's Manuel Castro.
I'm seven years old.
I'm in the first grade.
I go to Dool School.
I live on Third Street.
I live in Calexico.

Teacher: We can all be Manuel. What do we say?
Repeat the above monologue.

Teacher: Jose, tell me about yourself.
Jose: My name's Jose Sanchez.
I'm six years old.
I'm in the first grade.
I live on Andrade Street.
I live in Calexico.

Teacher: Tell me about Jose, class.
Class: His name's Jose Sanchez.
He's six years old.
He lives on Andrade Street.
He lives in Calexico.

Let other pupils tell about themselves.

Pin the paper nurse's cap together. Place it on your head.

Teacher: Good morning. I'm the school nurse. My name's Mrs. Mains. (To Sandra) What's your name?

Sandra: My name's Sandra Castro.
Teacher: How old are you?
Sandra: I'm seven years old.

Teacher: What grade are you in?
Sandra: I'm in the second grade.

Teacher: Where do you live?
Sandra: I live on Encinas Avenue.

Teacher: Can you see the numbers? (Pointing to the numbers on the board).
Sandra: Yes, I can. I can see the numbers.
Teacher: Thank you. You may go. Good-bye.

Give the nurse's cap to Sandra and let her be the nurse. Supply the cues to help her conduct the eye examination for another pupil.

Boys may serve as the school doctor and ask the same questions.

New Vocabulary: o'clock, time.

Using appropriate drawings and materials, teach the telling of time.
Teacher just the hour time.
Drill on these patterns:

What time is it?
It is eight o'clock.

What time is it now?
It's nine o'clock.

Tuesday

Opening Pattern: Our teacher is here. (To next pupil) Where is the principal?
Next Pupil: The principal's in the office. (To next pupil) Where's our teacher?
Next Pupil: Our teacher's here. (To next pupil) Where's the principal?

Continue around the room.

Review: Give practice in telling time.

New Vocabulary: half past

Teacher the following pattern:
It is half past eight.

Dramatization: Use the nurse's cap to identify the child who is playing the role of school nurse. Cue pupils in using learned patterns to ask questions and give answers involved in a visit to the school nurse.

Wednesday

Opening Pattern: I came to school at eight o'clock. (To next pupil
What time did you come to school?

Teacher: I ate breakfast at seven o'clock this morning.
Class: You ate breakfast at seven o'clock this morning.

Teacher: Sandra ate breakfast at half past seven this morning.
Class: Sandra ate breakfast at half past seven.

Teacher: What time did Sandra eat breakfast?
Class: She ate breakfast at half past seven.

Teacher: Did Sandra eat breakfast at ten o'clock?
Class: No, she didn't. She didn't eat breakfast at ten o'clock.

Teacher: Did Sandra eat breakfast at half past seven?
Class: Yes, she did. She ate breakfast at half past seven.

Give practice on these patterns:

I got up at six o'clock.
What time did I get up?

Sandra got up at half past six.
What time did Sandra get up?

Manuel went to bed at eight o'clock last night.
What time did Manuel go to bed last night?

Cue the pupils in a dramatization of Getting Up in the Morning.

Mother; It is time to get up, children.
Sandra: It's time to get up.

Manuel: I want to sleep. I don't want to get up.
Sandra: What time is it?

Mother: It's half past six. It's time to get up.
Children: It's time to get up.

Mother: Please get up now.
Manuel: We're getting up.

Other patterns to use:
Comb your hair.
I'm combing my hair.

Brush your teeth.
I'm brushing my teeth.

Wash your face.
I'm washing my face.

Eat your breakfast.
I'm eating my breakfast.

Give practice on the past forms of the preceding patterns.
Teacher: I brushed my hair this morning.
Class: You brushed your hair this morning.

Teacher: Rosa, did you wash your face this morning?
Rosa: Yes, I did. I washed my face this morning.

Teacher: Rosa washed her face this morning.
Class: She washed her face this morning.

Teacher: Did Rosa wash her face this morning?
Class: Yes, she did. She washed her face this morning.

Teacher: What time did you eat your breakfast, Manuel?
Manuel: I ate my breakfast at half past seven.

Teacher: Manuel ate his breakfast at half past seven.
Class: He ate breakfast at half past seven.

Teacher: What time did Manuel eat breakfast?
Class: He ate breakfast at half past seven.

New Vocabulary: pick up

Place a book on the floor. As you stoop to pick it up:
Teacher: I can pick up the book.
Class: You can pick up the book.

Teacher: I'm picking up the book.
Class: You're picking up the book.

Teacher: Manuel, please pick up the book.
Manuel: I can pick up the book.

Teacher: Manuel picked up the book.
Class: He picked up the book.

Teacher: What did Manuel do?
Class: He picked up the book.

Teacher: Did Manuel pick up the book?
Class: Yes, he did. He picked up the book.

Teacher: Did Manuel pick up the paper?
Class: No, he didn't. He didn't pick up the paper.

Give practice on the above patterns, substituting other known objects to be picked up.

Thursday

Opening Pattern: I ate breakfast at half past seven this morning. (To next pupil) What time did you eat breakfast?
Next Pupil: I ate breakfast at seven o'clock. (To next pupil) What time did you eat breakfast?

Review: pick up, picked up, come, came

Teacher: Manuel, please come to the front of the room.
Class: Manuel, please come to the front of the room.

Teacher: Manuel came to the front of the room.
Class: He came to teh front of the room.

Teacher: What did Manuel do?
Class: He came to the front of the room.

Teacher: Did you come to school today? (Indicate all pupils)
Class: Yes, we did. We came to school today.

Teacher: Did I come to school today?
Class: Yes, you did. You came to school today.

Teacher: Juan is absent. Did he come to school today?
Class: No, he didn't. Juan didn't come to school today.

Give further practice on the proper use of came.

Place several pieces of paper on the floor.
Teacher: I'm picking up the papers.
Class: You're picking up the papers.

Teacher: I picked up the papers.
Class: You picked up the papers.

Give practice on patterns using pick up and picked up.

Display the Big Farm Picture.
New Vocabulary: bus, car, rode, ranch, wheat field.

Teach these patterns:

This is a car.
This is a bus.
It's a bus.
It's a car.

This is a wheat field.
It's a wheat field.

This is a farm.
This is a ranch.

Teacher: I went to El Centro. I didn't walk.
Class: You didn't walk.

Teacher: I went in a car.
Class: You went in a car.

Teacher: I rode in a car.
Class: You rode in a car.

Teacher: Manuel, did you walk to school?
Manuel: No, I didn't. I rode in a car.

Teacher: Manuel rode to school.
Class: He rode to school.

Teacher: Sandra, where did you go yesterday?
Sandra: I went to school?

Teacher: Did you ride to school?
Sandra: No, I didn't. I didn't ride to school.

Teacher: Mr. Castro rode to work this morning.
Class: He rode to work this morning.

Discuss riding on the bus, riding on the tractor, and riding in the car. Use the Big Farm Picture to make the meanings clear.

Friday:

Opening Pattern: Yesterday, I rode in a car. (To next pupil) Did you ride in a car yesterday?
Next Pupil: Yes, I did. I rode in a car yesterday. (To next pupil) Did you ride in a car yesterday?
Next Pupil: No, I didn't ride in a car yesterday. (To next pupil) Did you ride in a car yesterday?

Review: come, came, buy, bought, get up, got up.

Picture #2 Patterns:

Sandra is getting up.
Sandra's getting up.

Did you get up?
Yes, I did. I got up this morning.
Sandra got up this morning.

Picture #7 Patterns:

Mrs. Castro is in the grocery store.
She's in the grocery store.

What is Mrs. Castro doing?
She's buying groceries.

Did your mother buy groceries yesterday?
Yes, she did. She bought groceries yesterday.

Did she buy milk?
Yes, she did. She bought milk.
She bought bread.
She bought apples.

New Vocabulary: get into

Picture #21 Patterns:

Sandra is getting into bed.
Did you get into bed?
Yes, I did. I got into bed last night.

Get in line.
He got in line.

Dramatize Going to the Grocery Store.